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ABSTRACT

The manual describes the Focus Expanded Placement Process, an approach to implementing training programs in sheltered work centers. Trainers are offered solutions to common problems, with sections on the following topics: breaking down initial resistance to training; individualizing training; creating a learning atmosphere; making training relevant and practicable for each work center; and assessing workshop attitudes toward placement prior to the implementation of training. An overview of the focus approach is followed by individual chapters on four expansion components: (1) training and supervisory skills of direct service personnel, (supervisors, clients, and productivity); (2) direct service personnel in supportive work training (job readiness, objective observation); (3) direct service personnel in job development (job assessments of local businesses, interviews with employers); (4) direct service personnel in supportive work placement (independent living training). (CL)

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The Expanded Placement Process

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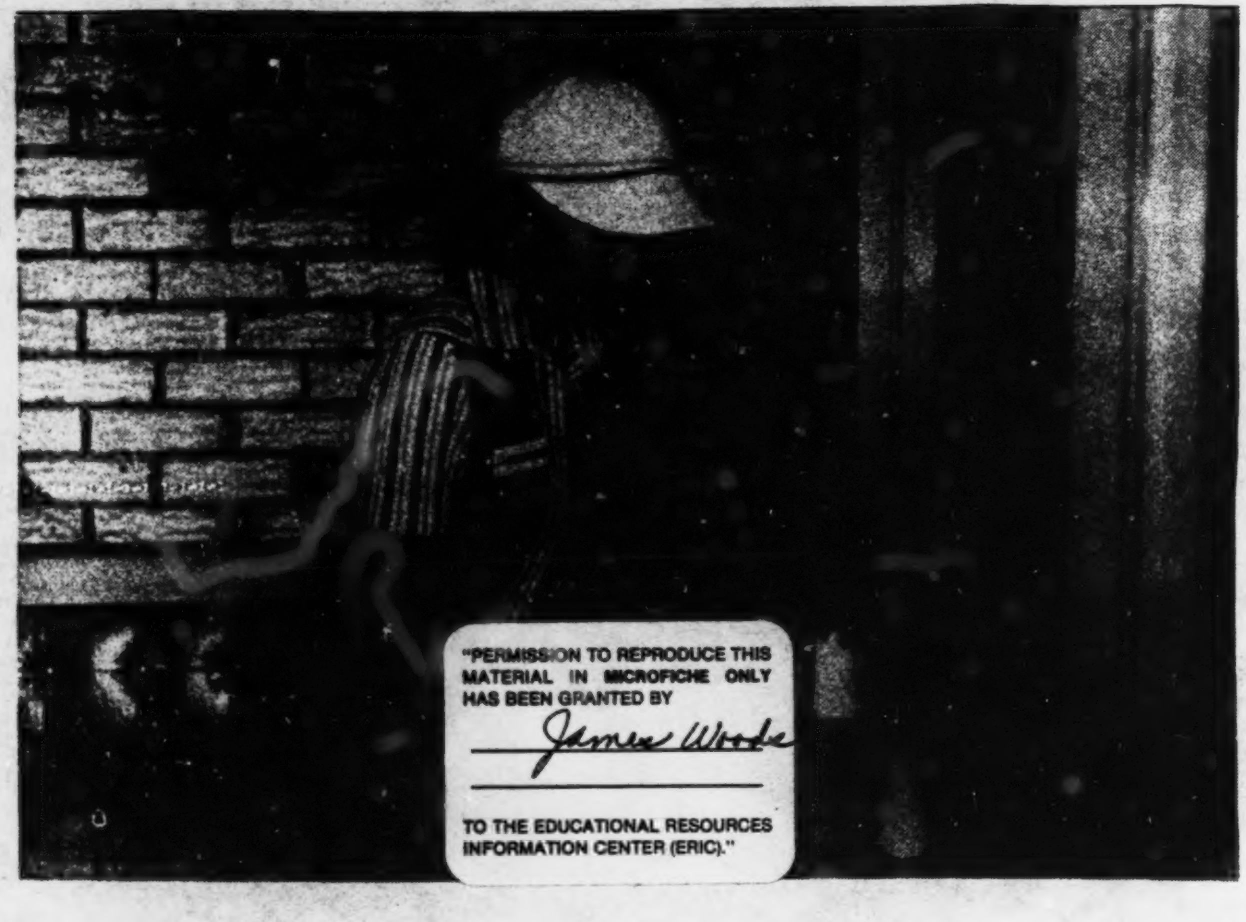

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WorkCenter Staff Training Program

James Woods, Patricia Young, & Patricia Judd

Focus, Inc.

THE EXPANDED PLACEMENT PROCESS

Woods, James N.; Young, Patricia, L.; and Judd, Patricia A.

1985

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Expanded Placement Process

GETTING STARTED: IMPLEMENTATION STRATEGIES

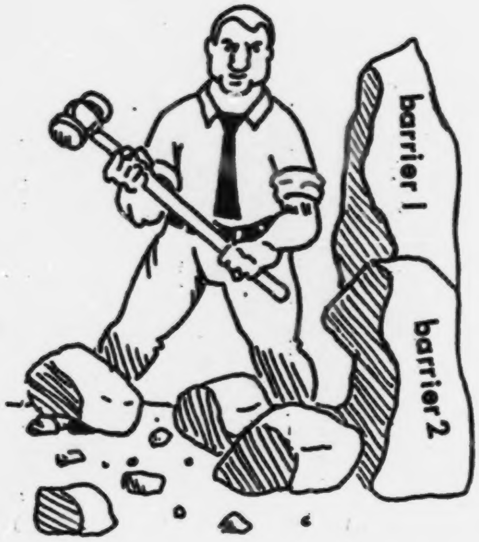
GETTING STARTED: IMPLEMENTATION STRATEGIES

Field testing revealed some valuable insights about implementing training programs in sheltered work centers. As a trainer, you may be faced with one or all of the following problems:

> First, there may be initial resistance toward training, especially if a sheltered work center has previously been involved with poorly designed or inadequately planned training.
>
> Second, problems might be encountered because sheltered work centers are highly variable in their needs, operating procedures, and staff.
>
> Third, special considerations may need to be given to merging supportive work programs with a workshop's operations.
>
> Fourth, training must be made relevant and practicable for each work center.
>
> Fifth, workshop attitudes toward placement should be assessed prior to the implementation of training.

The Focus Expanded Placement Process has solutions to these problems and offers plans and activities to circumvent them.

Breaking Down Old Barriers



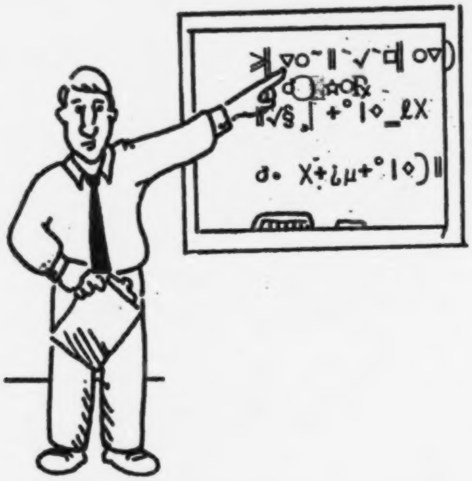
If you encounter negative attitudes about training, it will likely be due to poor training done previously at the work center. In the past, training generally had an academic or a behavioral orientation. These approaches are often impracticable in a workshop that has a vocational orientation. Also in the past, training was directed at portions of the workshop staff--NOT EVERYONE GOT TRAINED! Finally, past training was usually conducted by professional educators who lectured using highly technical jargon.

HOW CAN YOU SIDESTEP THESE PROBLEMS AND CREATE A WELCOME, POSITIVE ATTITUDE TOWARD YOUR TRAINING?

First, promote the vocational orientation of Focus Expanded Placement Process. Utilize a learning-by-doing activity at every session and challenge the staff to use what they have learned in training at their job.

TRAINING:
ALL STAFF
WELCOME

Second, try to include all direct service personnel in your training. If a comprehensive process of supportive work activities is to be implemented in the work center, it is essential that every staff person be actively involved in the training. Each staff member should come to understand their contribution to the supportive work process..



Third, be a professional but be flexible and accessible. A friendly, uncritical trainer will bring forth responsive, earnest trainees. Also, minimize the use of technical jargon. Instruct at basic language levels. Training and activities are situation oriented, so use a minimum of theory and even less of abstractions. Remember, too, that if you encourage active involvement of staff members during training, you must expect not only to lecture and be heard, but also to listen and learn..

Be Helpful and Enthusiastic!

Assess the problem or need areas of the work center.

Avoid being critical.

Offer your assistance, then be available.

Give helpful information when asked.

Demonstrate enthusiasm about training the particular workshop.

Accentuate the uniqueness of the combined work center staff.

Welcome the staff's expertise to training.

Stress the need for active involvement in training.

Be a motivator!

Building Rapport, Generating Interest

There are many ways to build rapport with work center personnel. At the same time, you can generate interest in training. By engaging in the activities listed below, you can learn much about the work center, build rapport with the staff, and promote your training.

Get to Know the Workshop

Make informal visits with the staff and clients in the work center setting.

Interview Every Staff Member

Show a genuine interest in their work.
Seek out their area of expertise.
Strive to heighten the self-confidence of each staff member.
Encourage every staff member to bring their expertise to training.

INDIVIDUALIZE TRAINING

1. Begin training by focusing on the work center's problem or need area. For example, if a workshop director demonstrates concern about the professional development of the staff, then you might begin training utilizing units that concentrate on staff development. Motivation, work skill refinement, assessment skills, etc. are particularly applicable for such problems.

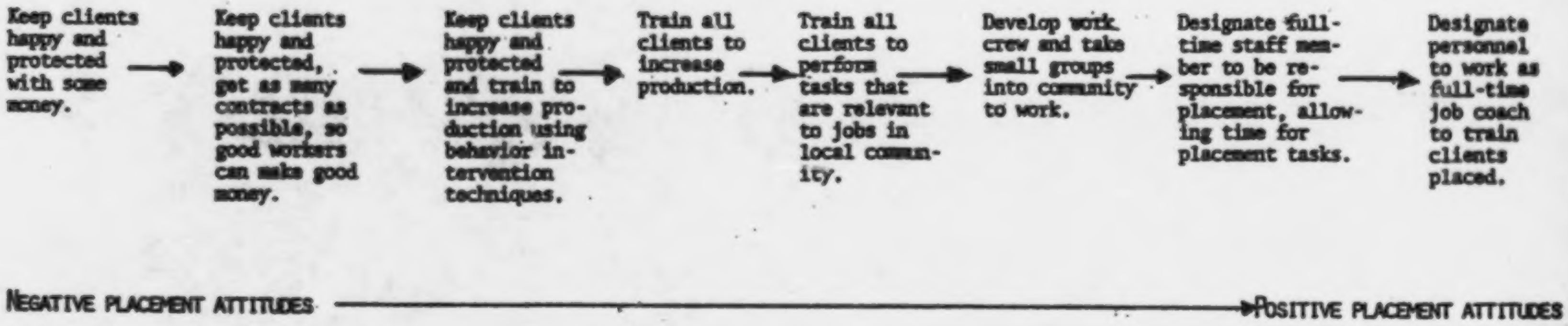
2. If a workshop apprears to have no urgent problems to solve, then you might begin training by focusing on the work center's chief priority. For example, from your initial contacts with the work center you may have discerned that the operating priority of primary concern appears to be productivity, then you might begin training with a unit on increasing client productivity and work from there.

3. Training should be adaptable and relevant for the work center. Units of instruction should be organized and implemented at your discretion, based on your knowledge of the particular work center. Use the training units that are practicable and suited to the workshop's needs and priorities. Individualizing training facilitates the merger between the workshop's operations and supportive work activities.

4. Work training into the work center schedule. Be flexible with time schedules of training classes. One workshop may prefer 20 weeks of training at one hour per week, while another may prefer 5 weeks of training at four hours per week. Work center directors should be made aware that the initial investment of staff time for training will quickly be recouped as staff learn to function more efficiently.

5. Assess the workshop's overall attitude toward placement. You will find that some workshops have no inclination toward placing their clients. Other workshops see that the placement of clients into competitive jobs is their top priority. Still other work centers want to get involved volved in placement, but do not have the knowledge or skills needed to implement such a program. When you begin training, make every effort to move the workshop as far along the continuum toward positive placement attitudes as possible. See chart on next page.

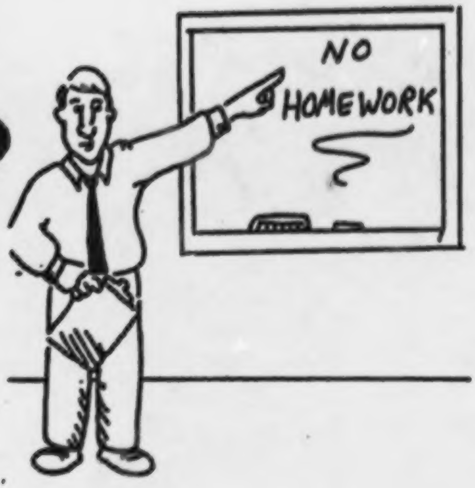
CONTINUUM OF PLACEMENT ATTITUDES IN SHELTERED WORKSHOPS


Keep clients happy and protected with some money.
Keep clients happy and protected, get as many contracts as possible, so good workers can make good money.
Keep clients happy and protected and train to increase production using behavior intervention techniques.
Train all clients to increase production.
Train all clients to perform tasks that are relevant to jobs in local community.
Develop work crew and take small groups into community to work.
Designate full-time staff member to be responsible for placement, allowing time for placement tasks.
Designate personnel to work as full-time job coach to train clients placed.
NEGATIVE PLACEMENT ATTITUDES
POSITIVE PLACEMENT ATTITUDES

Trainers encounter a continuum of attitudes toward placement among sheltered workshops. Some workshops make no efforts to place clients. Those workshops are intent on keeping their clients ahppy and protected. On the opposite extreme, some workshops are positive toward placement, designating personnel wo work full-time in placement activities. Training should be implemented with these attitudes in mind and the trainer should strive to move the workshop as far along the continuum as possible, developing positive placement attitudes.

Create A Learning Atmosphere

- * Training should be action oriented.
- * Solicit staff member's expertise for use in training sessions.
- * Prepare staff for a "different" approach to learning.
- * Involve yourself in staff training activities and games.
- * Be more than a lecturer, be a participating learner too!



- * Utilize a variety of instructional methods and materials.
- * Give copies of exercises when requested to do so.
- * Avoid lengthy written assignments.
- * Avoid reading assignments and "home" work.

- * Be a role model for the staff.
- * Train enthusiastically.
- * Avoid unnecessary criticism.
- * Be intent on learning.
- * Show sincere interest in the professional development of others.

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FOCUS EXPANDED PLACEMENT PROCESS

OVERVIEW

* LEGISLATIVE ORIGINS
* RESPONSES TO ADULT REHABILITATION LAWS
* PURPOSE
* RATIONALE
* EXPECTATIONS
* STEPS IN THE FOCUS EXPANDED PLACEMENT PROCESS

Congress of the U.S.
9 26 1974

LEGISLATIVE ORIGINS

The law is frequently an instigator of progress. Nowhere is this more accurate than in the field of adult rehabilitation. Only in recent years have laws been enacted mandating that rights and services be established for handicapped adults. Prior to this legislation, benefits for handicapped adults were virtually non-existent. A short review of rehabilitation laws aimed at adult handicapped indicates that progress is being made toward establishing rights and initiating services for handicapped adults.

1973- Vocational Rehabilitation Act of 1973 (P.L.93-112)

The foremost goal of this law is to eliminate discrimination against the handicapped. Section 502 states that architectual barriers that prevent use by the handicapped must be eliminated. Section 503 extends affirmative action to cover the employment of the handicapped . Section 504 eliminates discrimination against the handicapped in any programs or activities receiving federal assistance.

1975- Developmental Disabilities Assistance and Bill of Rights Act (P.L.94-103)

This law affirmed the rights of mentally retarded citizens. It also designated areas where services had to be provided for retarded and other disabled people. Included in the services are: vocational training, preparation for competitive employment, and placement assistance.

1978- Rehabilitation Comprehensive Services-
Developmental Disabilities Amendment
(P.L.95-602)

This law calls for specialized personnel in providing job development and job placement services for handicapped individuals.

These laws reflect significant efforts by the government to assist handicapped adults in their attempts to secure rights and services. That the laws have evolved is evidence that the public's attitudes toward the handicapped adult have changed. The public is supportive of handicapped adults rights to pursue competitive employment and, ultimately, independence.

RESPONSES TO ADULT REHABILITATION LAWS: SELECTED PROJECTS

Project Employability in Richmond, Virginia was set up to provide placement and supportive work assistance to moderately retarded adults. Already over one hundred-fifty clients have been placed into competitive employment.

Project E.A.R.N. (Employment and Rehabilitation + Normalization) in Carbondale, Illinois is devoted to job development, training, and placement of moderately and severely handicapped adults. During the first six months of operation, Project EARN placed six handicapped adults into competitive jobs.

Project AMES in Ames, Iowa was developed within the school system to provide moderately and severely/profoundly handicapped students with experiences and activities necessary to develop skills that could be useful in functioning as independently and productively as possible in adulthood.

Career Services for the Handicapped in New Mexico provides job placement and job services to disabled adults. During 1982 alone, over one hundred people were placed into competitive employment.

The Center for Rehabilitation and Training of the Disabled in Chicago, Illinois provides job preparation, development, placement, and follow-up services to disabled individuals. Over one hundred (90% of which were classified as severely disabled) persons were placed into competitive jobs.

Focus Expanded Placement Process was designed to provide training to develop specialized personnel who can provide job development and job placement services for handicapped individuals. Focus training has developed these skills for personnel in both rural and urban work centers. Positive resluts, such as increased client placements, come from having more competent personnel on staff at work centers.

Focus Supportive Work Model trains and places developmentally disabled clients in competitive employment. These clients are assisted in their job search, accompanied to job interviews, provided full-time on-site training, and are assisted with transportation procurement and skill. In its third year of operation, Focus Supportive Work Project has placed over one hundred clients into competitive jobs.

Trainer Suggestion: "Ricky Slide Show."

Focus Expanded Placement Process provides training to direct service personnel working with handicapped adults. Upon completion of training, direct service personnel will:

1. Have developed and utilized job development skills
2. Have developed and utilized their job placement skills.
3. Have adopted a supportive work priority in their work with clients
4. Strive to increase employability and competitive employment placements of clients,

Trainer Suggestion: Handout, "Goals and Objectives of Focus Rehabilitation Training Project."

FOCUS REHABILITATION TRAINING PROJECT

GOAL: To increase placements of sheltered workshop clients in competitive employment through paraprofessional job placement training.

OBJECTIVES:

1. The paraprofessional will understand the over-all placement process in the sheltered workshop by stating the procedure from initial client referral through the placement of the client in competitive employment.
2. The paraprofessional will identify his/her role in each step of the client's progress toward placement.
3. The paraprofessional will identify community sources of employment for the clients and relate these sources to the designated personnel.
4. The paraprofessional will develop new approaches to placement and implement observable placement activities within the work center.
5. The paraprofessional will demonstrate positive attitudes toward placement of workshop clients in competitive employment.
6. To develop client employability skills, the paraprofessional will objectively observe client skills in work settings.
7. To develop client employability skills, the paraprofessional will identify client strengths and weaknesses and submit these findings to the client service coordinator.
8. The paraprofessional will implement remedial techniques to enable the client to enter competitive employment.
9. The paraprofessional will implement behavior management strategies to alter client behaviors which are inappropriate for competitive employment.
10. The paraprofessional will develop marketing skills which enable them to serve as advocates for employment of the handicapped within the community.

Why is Focus Expanded Placement Training So Urgently Needed?

A. Because the law requires that specialized personnel be provided to assist handicapped adults (P.L. 95-602).

B. Because the numbers of dependent handicapped persons is increasing. In 1967 there were only 978 sheltered work centers. That number had increased to almost 4,000 by 1979.

C. Because work center directors and direct service personnel want skills that will enable them to serve clients more comprehensively.

D. Because clients and their families and the community expect their centers to provide programs that will make clients more independent.

What Can You Expect From Your Training in the Focus Expanded Placement Process?

1. The establishment of a supportive work priority in your work center's rehabilitation efforts and a more comprehensive overall rehabilitation process for clients.

2. Professional development of all work center staff including enhanced skills in supervision, client productivity management, job development, and job placement.

3. Increased client employability and productivity.

4. Increased client placements into competitive employment.

Trainer Suggestion: Ask the staff to tell you the positive and negative outcomes that training might bring to their work center. List in two columns on the board, one column for positive and one column for negative. Handout, "Steps in the Focus Expanded Placement Process."

How does the Focus Expanded Placement Process work?

Focus Expanded Placement Process can be explained as a series of steps that lead to comprehensive rehabilitative services in the sheltered work center.

Step One: In step one, the work center operations and capabilities are examined. This enables the staff and trainers to see how and where placement activities can be incorporated.

Step Two: Step two guides the staff toward establishing a supportive work priority in their work activities: supervision, observation, assessment, and client productivity.

Step Three: Supportive work readiness techniques are implemented in the work center--getting clients job-ready.

Step Four: Job development skills are taught to staff and job development activities begin.

Step Five: Client placements into competitive employment and supportive work activities begin.

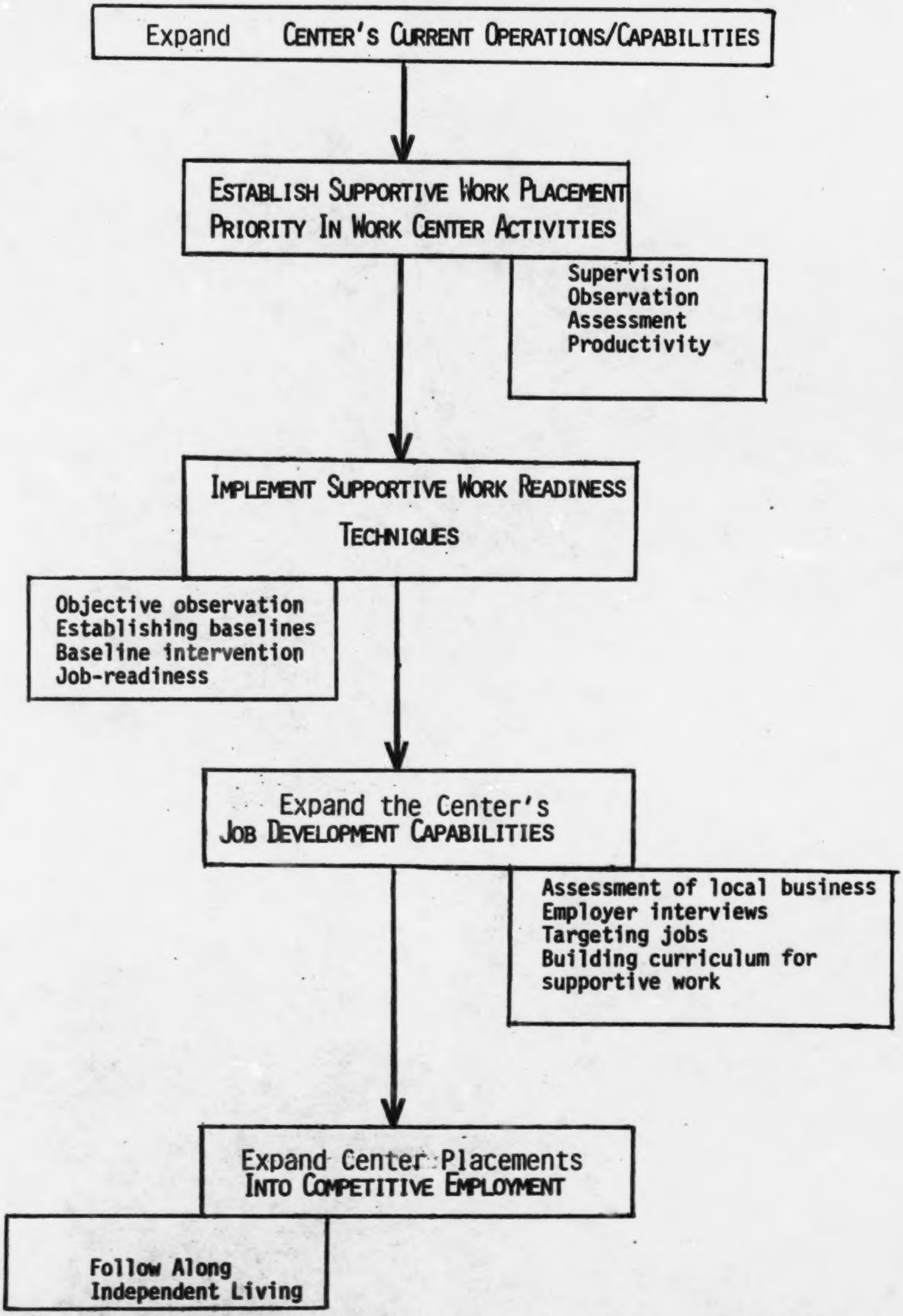
Direct service personnel are being challenged today to meet the legal mandates and moral obligations of providing comprehensive services to adults with handicaps. In order to insure that these adults have an opportunity for competitive employment and independent living, direct service personnel must learn and use such specialized skills as productivity management, job development, competitive employment training, and supportive work placement. Focus Expanded Placement Process strives to develop these specialized skills in personnel readying them to meet the challanges of rehabilitation today.

For these reasons, this manual has been developed. It has one overall objective: to provide direct service personnel with the specialized skills that will enable them to comprehensively serve adults with handicaps, giving them the maximum opportunity to secure and retain competitive jobs and live as independently as possible.

The Expanded Placement Process Manual is divided into four main components of training:

Component One	provides activities and training in both basic and specialized supervisory skills that are needed in general supervision, productivity management, and working with problem clients;
Component Two	actively involves direct service personnel in readying clients for competitive employment. The fundamentals of job assessment, task analysis, performance standards, establishing baselines, and skill aquisition are provided. Individualized skill training, program evaluation, and assessing clients' job readiness are also part of this unit of training;
Component Three	provides activities and instruction in job development. Specialized skills are taught in employer interviewing, job analysis, job-client matching, and marketing the job-ready client;
Component Four	provides skill training in follow-along techniques and independent living, Job keeping behaviors, work adjustment, and community living skills are emphasized.

Steps in the Focus Expanded Placement Process*


Expand CENTER'S CURRENT OPERATIONS/CAPABILITIES
ESTABLISH SUPPORTIVE WORK PLACEMENT PRIORITY IN WORK CENTER ACTIVITIES
Supervision
Observation
Assessment
Productivity
IMPLEMENT SUPPORTIVE WORK READINESS TECHNIQUES
Objective observation
Establishing baselines
Baseline intervention
Job-readiness
Expand the Center's JOB DEVELOPMENT CAPABILITIES
Assessment of local business
Employer interviews
Targeting jobs
Building curriculum for supportive work
Expand Center Placements INTO COMPETITIVE EMPLOYMENT
Follow Along
Independent Living

*Adapted from Paul Wehman's Project Employability: Job Placement and Training Model Competitive Employment (Brooks, Baltimore: 1981).

EXPANSION COMPONENT ONE

UNIT A

EXPANSION COMPONENT ONE

Activities and training are provided in both basic and in the specialized supervisory skills needed in general supervision, productivity management, and working with problem clients.

THE SUPERVISOR'S RESPONSIBILITIES

Staff Acitivity/Input

Trainer Suggestion: Ask the staff to write a list of a supervisor's responsibilities. Compare the lists in an open discussion. Were some lists long? short? Were some uncertain of what to list at all? Handout, "A Supervisor's Responsibilities."

Who Me?

1. A supervisor is responsible for understanding the organization--its goals, objectives, and priorities.

   The goal of your organization is the rehabilitation of clients. What is the objective of this goal? Is it to rehabilitate clients in such a way as to ready them for competitive employment? Does your organization's priorities reflect working toward that goal and meeting that objective?

   As a supervisor, what part do you play in working toward the organization's goals, objectives, and priorities?

2. With the goal of client rehabilitation in mind, one of your your responsibilities is to develop workers. Your work force is unique, and as such, your responsibility goes beyond just developing workers in a "sheltered" environment. You must also instill in clients the desire to move on to competitive employment.

A supervisor is responsible for.....

1. Understanding your organization...its goals, objectives, and priorities.
2. Developing workers.
3. Getting the work out.
4. Planning and scheduling work.
5. Determining performance requirements.
6. Improving work methods.
7. Maintaining a cooperative workforce.
8. Self improvement.
9. Job development and placement activities.

Trainer Suggestion: Have the director prepare a personal statement of the organization's attitudes toward placement.

Trainer Suggestion: Ask how clients can be encouraged to seek jobs outside the sheltered work center. Write these responses on the board.
Handout "Workshop Staff Activities to Improve Employability of Workshop Clients."

Suggestions for developing workers:

* Encourage and reward good work habits (attendance, productivity,etc.).
* Talk with clients about how their work is similar to work outside the workshop (8 hour shifts, lunch breaks, etc.).
* Train clients to do their best work.
* Talk to clients about the increased earnings they could make if they had a job in the community.
* Be firm and consistent in disciplining clients. Where possible, do not allow clients to "get away with" things simply because they are disabled. Treat job ready clients as though they were already in competitive employment. Too often, supervisors foster client dependence by making the workshop too comfortable and easy for clients.
* Let your job ready clients know that you have faith in their abilities as a worker. Where possible, take clients to job interviews or tell them about available jobs they are qualified to do.
* Brag to your clients about other clients who have taken jobs in the community.

WORKSHOP STAFF ACTIVITIES TO IMPROVE EMPLOYABILITY OF WORKSHOP CLIENTS

I. Look for jobs for clients through friends, personal contacts, and keeping eyes and ears open. Use contacts if you have any!

II. Talk to clients daily about the possibilities of working in the community. Emphasize the independence factors and wage benefits.

III. Take clients to visit other clients who are already employed in enclaves or competitive employment. Let them see the positives involved in work.

IV. Talk to clients' parents positively about competitive employment possibilities.

V. Don't give up on the possibility of working part-time jobs if full-time work for a specific client is not immediately availble.

VI. Stress endurance and stamina in clients.

VII. Stress mature behavior, neat appearance, and other appropriate social behaviors. These are crucial to job retention.

Supervisors are responsible for getting the work out, planning and scheduling work, and determining performance requirements.

Questions to think about.....

- Do you plan your work daily?
- Are you able to determine the performance standards of a given job?
- Do you manage your time wisely?
- Can you make decisions about what work should be done first? last?

Supervisors are responsible for improving work methods.

Questions to think about.....

- Who is capable of bringing about change in the work center?
- If you discovered a more efficient way to get a job done, how would you implement that method?

  Would you tell the director?
  Would you tell no one and forget it?
  Would you tell the other supervisors?
  Would you begin by using that method without telling anyone?

Can you be an agent of change at your place of work?

Supervisors are responsible for maintaining a cooperative workforce.

Self-improvement is a supervisor's responsibility.

Consequences of self-improvement.....

- * Creates a more positive self-image.
- * Fosters personal independence
- * Contributes to better work performance
- * Motivates others to improve themselves
- * Puts the SMILE OF CONFIDENCE on your face.... and that's contagious!

A supervisor is responsible for job development and job placement activities.

DoWHAT?

Activities that involve you in placement.....

- * Regularly checking local help wanted ads
- * Asking employers you know about hiring the handicapped
- * Developing your clients' employability skills

HELP
WANTED

Trainer Suggestion: End the session by asking for verbal responses on what the staff can do to be better supervisors. Discuss.

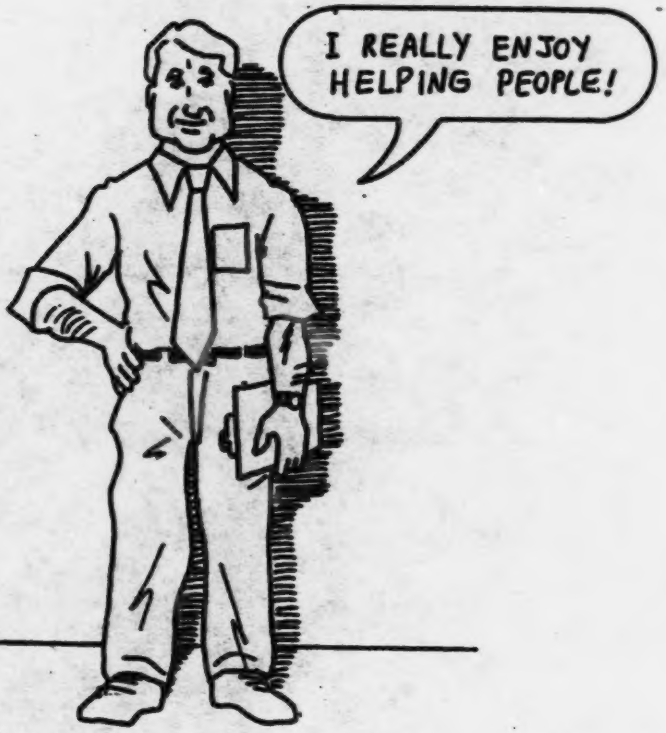
CONSTRUCTING A POSITIVE BASE

A positive attitude is a major contributor to effective supervision. Being negative can lead to poor work performance, bad client/supervisor relationships, and generally, ineffective supervision. It is essential to the workshop that a positive base be constructed so that operations are performed effectively and efficiently.

Trainer Suggestions: List responses on the board to the questions as they come in. Make one side Positive and one side Negative.

How do you know a positive supervisor when you see one?

Positive Examples: friendly, cooperative, smile alot, respectful of others, hard workers, helpful


I REALLY ENJOY HELPING PEOPLE!

ARE YOU POSITIVE?

DIRECTIONS: This checklist will help you take a closer look at how positive you are. In the blank to the left of each question, place the number that best answers each question for you.

Use a 3 if the answer is yes.
Use a 2 if the answer is undecided.
Use a 1 if the answer is no.

When finished, total your score and check the scale at the end of the checklist to find out how positive you are.

_____1. Do you make new friends easily?

_____2. Do you look forward to doing new things?

_____3. Do you feel comfortable with most people, even if they are different from you?

_____4. If a job is hard for you to handle by yourself, do you ask for help if it is available?

_____5. Are you proud to be you?

_____6. When someone shows you your mistakes, do you listen and try to correct them?

_____7. When you do not know how to do something, do you ask for help?

_____8. When someone tries to help you, do you accept their help and thank them for it?

_____9. Do you try to be on time?

_____10. Do you take good care of things that other people let you borrow?

_____11. Do you get busy and do your work once you know what you are supposed to do?

_____12. Do you follow rules?

_____13. Do you refrain from complaining alot?

_____14. Are you sincerely interested in the other person's point of view?

_____15. Do you try to avoid bragging alot?

_____16. Do you try to organize your work and keep up with it?

_____17. Is it easy for you to like mearly everyone?

ARE YOU POSITIVE?

_____18. Do you control your temper?

_____19. Do you speak well of your employer?

_____20. Are you tolerant of other people's beliefs?

_____21. Can you work well with people you dislike?

_____22. Do you generally speak well of others?

_____23. Are you courteous to fellow workers?

_____24. Do you readily admit your mistakes?

_____25. Are you usually well-groomed and neatly dressed?

_____26. Can you take criticism without feeling resentful, angry, or hurt?

_____27. If you are feeling displeased about something, are you still able to be pleasant to other people?

_____28. Do you avoid feeling sorry for yourself?

_____29. Do you generally look at work as a challenge?

_____30. Can you be a leader without being bossy?

POSITIVE SCALE

90 to 85	Excellent. You should go far!
84 to 65	Good. You will do O.K.
64 to 54	Poor. Your attitude needs improvement.
53 to 30	DISASTER! You should get help.

A HELPFUL HINT: Look back over your Positive checklist and pay close attention to the questions you answered with a number 1. This will give you an idea of the areas in which you can improve.

RESOURCES FOR POSITIVE SUPERVISORS

Here are a few things you can do to help you to be more positive:

SMILE

Tell a co-worker they are doing a good job.

Change your routine. Do something new and different!

Listen to others...they will appreciate you and you might learn something!

Find some good news each day, even if you have to read the funnies to do it. Share that good news with another person.

Set a goal for yourself and strive to achieve it!

Organize your work by listing the day's duties on a "Do List." Cross out each duty after it is accomplished. At the work day's end, look at all you accomplished that day! Set a high priority for any items left undone from the day before.

Do healthy things for yourself: get rest, eat healthful foods, smoke less, exercise, etc. .

Welcome change as a challenge, do not be fearful of it.

Take pride in your appearance: dress neatly, be well-groomed, try wearing brighter colors.

THE HUMAN SIDE OF PRODUCTION

Research concerning the human side of production has been going on in industry for years. Businessmen realized that workers could be productive and motivated to do their best work, so they looked to find methods to help them do just that. Researchers found that the number one problem in the industrial workforce was people's inability to get along with others. In fact, it was discovered that 8 out of 10 people lose their jobs because they cannot get along with other people. Such discoveries as this indiciated to industrialists that the human side of production deserved careful consideration when planning productivity. The same is true for work center directors. Directors are aware that people, especially supervisors, must have the ability to get along with others. Work center directors pay close attention to the human side of production.

Trainer Suggestion: Handout, "Supervisors Are Human Too." Allow ample time for the staff to read the handout. Invite comments and discussion as you proceed through the list.

This is a short lesson in basic human rights. Basic human rights are at the core of human productivity. Often, people work together, day after day, seeing each other only as the positions they hold. Too often, the human factor is left out of our relationships with co-workers, and clients.

- * Overall work performance is ineffectual.
- * Work loads become unevenly distributed.
- * Communications can become jumbled or even reach a standstill.
- * Ambitions become stifled.
- * Self-respect and dignity are attacked.
- * Positive change is indefinitely detained.

SUPERVISORS ARE HUMAN TOO!

As a human being, you have certain rights, just as you have certain rights because of the position you hold at work. Below are some of the basic human rights granted to us all:

* As a human being, you have the right to have and to express your own opinion. With this right, you also have the responsibility to accept the consequences.

* You have the right to keep silent and not to express your feelings, ideas, and/or opinions.

* As a human being, you have the right to maintain your dignity. If your dignity is attacked when you do not choose to express your opinion, then it may be best to say what you feel, than to lose face by keeping silent.

* You have the right to be listened to and taken seriously.

* You have the right to refuse requests and to say "no" without feeling guilty.

* You, as a human being, have the right to consider your own needs first.

* You have the right to be left alone.

* You have the right to make requests, if you are willing for the other person to say no.

* You have the right to change.

* You have the right to make mistakes (and must be responsible for the consequences).

* You have the right to be a conscientious worker and to do your best on the job.

Now that everyone has reviewed their basic human rights, this should help improve the human side of production within your workshop.

Positive outcomes you can expect to experience:

- Better, more open channels of communication
- Positive encouragement among the staff toward self-improvement
- Exposure to new ideas on matters involving work
- Increased motivation
- Enhanced self-respect and respect for co-workers
- Heightened sensitivity to the needs and problems of others
- Openings for positive change in the workshop.

EXPANSION COMPONENT ONE

UNIT B

EXPANSION COMPONENT ONE

UNIT B

TRAINING AND SUPERVISORY SKILLS OF DIRECT SERVICE PERSONNEL

INCREASING CLIENT PRODUCTIVITY

Supervision Versus Production
Casework Exercise
Points to Remember
Activity A

IMPROVING SUPERVISORY SKILLS WITH PROBLEM CLIENTS

Problems on the Production Line
Activity B
Role Play: Can I Be George?

OVERVIEW

Increasing client productivity is your responsibility as a supervisor. You must begin by examining your style of supervision. How do you get clients to increase productivity? What do you do when there is a problem on the production line? What methods do you use to train clients on the job? The work and activities in this unit of training will give you a better understanding of effective supervision and how you can generate more productivity from your clients.

BUT THERE IS MORE TO INCREASING CLIENT PRODUCTIVITY !!!

Your work with mild/moderately retarded clients requires specialized skills. Special educators have developed and used specific techniques that have been highly successful in increasing the productivity of mild/moderately retarded workers. You will learn to use such techniques as reinforcement, task analysis, shaping, prompting, fading, and graduated guidance to increase productivity, bringing clients closer to meeting competitive employment standards of production.

INCREASING CLIENT PRODUCTIVITY

You can increase client's productivity while improving their employability through skilled supervision. As a client supervisor in a sheltered workshop, you are faced with a dual role. You must concern yourself with client productivity as well as with developing client employability. You have the responsibility to see that contracts get out, as well as the responsibility for making your clients more employable. Some supervisors see their role as primarily being responsible for production. Others see their role as chiefly being a supervisor of clients. The role you see yourself in can make a difference in how you perform your job duties, how you set your goals and priorities, your level of job satisfaction, and of course, the end product.

Trainer Suggestion: Handout chart, "Supervision Versus Production."

Supervision Versus Production

Supervisory Role		Production Role
Supervision Client Training Client Employability	MAIN PRIORITIES	Production Contract Fulfillment
low	SUPERVISORY TIME SPENT IN PRODUCTION	high
high	CLIENTS' INVOLVEMENT IN PRODUCTION WORK	Lower than Potential
Clients' Employability	MEASURES OF SUCCESS	Production Rates Contract Fulfillments
High for Supervisors High for Clients	JOB SATISFACTION	Lower than Potential for Supervisor & Clients
High motivation Job Ready Client Pool Contract Fulfillments	END RESULTS	Continued Client Dependence Less Employable Clients Contract Fulfillments

Supervisors that see themselves in a production role, hold production and contract fulfillment as high priorities.

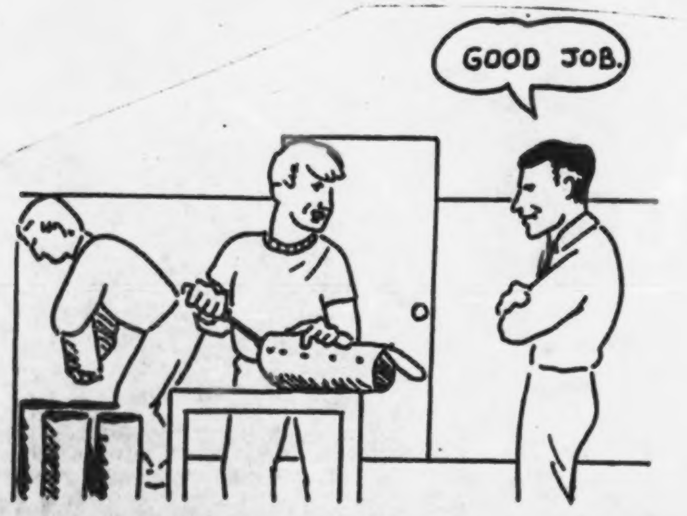
Supervisors that see themselves in a supervisory role hold supervision, client training, and client employability as high priorities.

The big difference between these supervisors is the RESULTS they get:

> Those supervisors having a production role orientation get some good, and some not so good results:
>
> *contract fulfillments
> *continued client dependence
> *less employable clients
>
> Those supervisors having a supervisory orientation get production and other good results:
>
> *contract fulfillments
> *high motivation
> *job-ready clients
> *job satisfaction

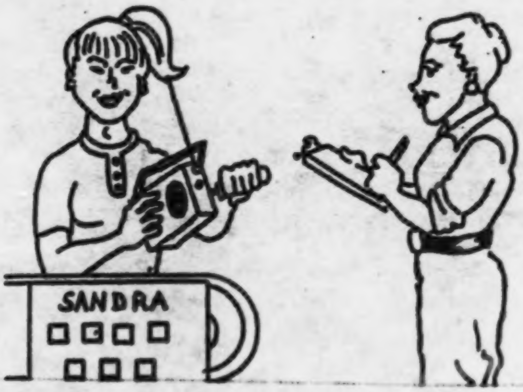
If you don't see yourself in the supervisory role, YOU CAN CHANGE!!!
You can improve your supervisory skills!
A good workshop supervisor is a person who can get:

-Clients to improve their productivity
-Clients to improve their social skills
-Clients to do more independently.



The best sheltered workshop supervisor looks for ways to improve him/her self. You can begin by learning as much as you can about silent supervisor relations: having a good attitude, motivating people, being a sensitive person, and being a good leader. Understanding clients and other staff will become as important as understanding contract work. For example, helping a client decrease time off task or production mistakes will become as important as getting one of your production reports correct.

As a workshop supervisor, you job is to produce more productive clients. You can be work-oriented, but you must become a PEOPLE PRODUCER. Focus more of your attention on the clients, getting them to produce more. Clients are dependent upon their supervisor when they enter the workshop. It is your job to make them more employable by decreasing their dependence while increasing their employability. You may want to engage in production work yourself to help build your relationship with clients, but remember that your primary job is to improve the clients by getting them to do most of the actual work



A SUPERVISOR'S WORK

Trainer Suggestion: You might begin this section by soliciting responses from the staff what they perceive a supervisor's work to be. List them on the board.

Your job is supervision, as indicated by your title, SUPERVISOR. You cannot increase productivity substantially by doing production work yourself. YOU ARE ONLY ONE PERSON! You can increase productivity substantially only through others. You will never be happy as a supervisor if you don't accept this fact. As a supervisor, you must let working with clients replace working with things.

Your success as a supervisor depends on a clear understanding of how you can produce good workers. As a supervisor, you are concerned with two kinds of production: client production (individual productivity) and your group's production.

GETTING INTO THE SUPERVISORY ROLE

Read the explanation of the situation at the workshop, then follow the directions below.

Here is a situation that is typical of workshop production:

> Bob Raintree, from the Petit Jean Waterfall Co., called the Dry County Sheltered Workshop late Thursday and told the shop manager that the 50 pallets of radios would have to be finished Friday at 5 p.m., because the truck was scheduled to be in Dry County at that time. The shop manager called everyone in to explain the problem, and immediately the workshop turned all its efforts toward getting the contract finished.

DIRECTIONS: Read the following and underline the activities that engage Charlotte in production. Circle the activities that engage her in supervision. The first examples are done for you.

> Charlotte, a workshop supervisor, was in charge of two lines of production. She told her people to work as quickly as possible because the contract had to be ready tomorrow. Everyone went to their workstations except John, who was talking to Sandra. Charlotte brought out the box with the radios and counted out 50 for each person. Each client busily began tearing off the old plastic end, gluing on new plastic. On Friday, Charlotte told John to stop talking again to Sandra. John got mad, did two radios, then worked extremely slowly. Charlotte said to herself, "John is a pain; I wish he wouldn't throw these fits." Charlotte told John to give her the rest of his radios. She began gluing while John sulked. Charlotte finished John's radios while the finished radios stacked up at the end of the line for her final inspection. She went to the end of the line to inspect the finished radios only to find that half of them had been glued with the plastic going the wrong way. She tore the plastic off and gave part of them to her good producers and did the rest herself. The truck arrived as she was putting the glue on the last radio. The radios were quickly packed and away they went. Charlotte said to the shop supervisor and the client coordinator on her way out, "I have to talk to you both about John." Petit Jean Waterfall Co. called the next day, stating that some of the plastic wasn't dry when it was packed. They are returning two pallets.

SUPERVISORY SKILLS NEEDED FOR TOP PRODUCTION

THAT'S WHAT I CALL GOOD PRODUCTION.

Each supervisor wants their group to produce to potential. This is the goal of the workshop and it is a big step toward competitive employment for workshop clients. Supervisors should spend their time helping clients improve their production and employability skills. This goal is accomplished primarily through building better relationships with clients, teaching new skills to clients, and motivating clients to reach their individual potential.

Points to Remember:

1. Building good relationships with clients is more important than being able to do the contract work yourself. Your job skills are important though, because you must know how to do something before you can teach the job to clients. As a supervisor, your emphasis must be on transmitting your job skills through good supervisor/client relationships. Build your clients' skills rather than do the work for them.

2. When an employee's productivity has slipped, one of the most important things you can do with your time is to spend time restoring or improving your relationship with that client.

3. Top priority should always go to keeping the productivity of others as high as possible. If the productivity of a client is low, you must be aware of it and make an effort to remedy the problem within a reasonable period of time.

4. As a supervisor, you will be required to teach clients skills that will make them more productive and more employable. Teaching clients independence will also be a basis of your rating as a good supervisor.

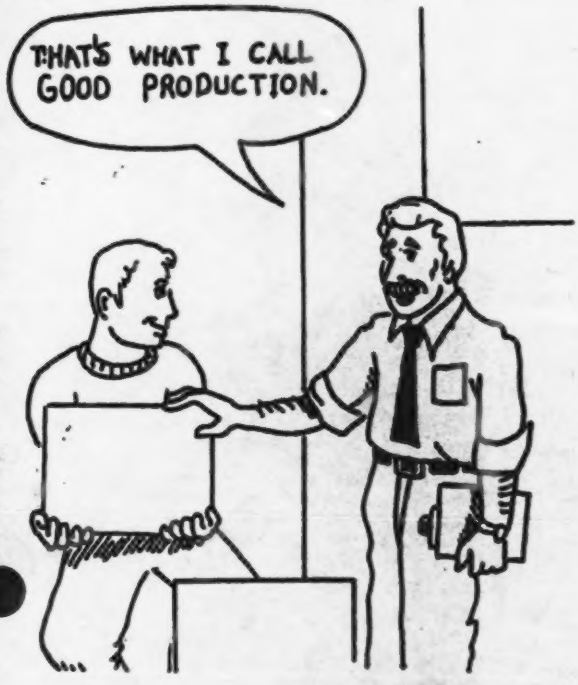
5. You must build relations with new employees as early as possible and train them quickly. This enables them to reach a good productivity level in a short span of time.

PROBLEMS ON THE PRODUCTION LINE

As supervisors, you have likely encountered problems on the production line. No doubt, you have noticed that different supervisors handle problems in different ways. You are about to engage in an activity that demonstrates how different supervisors handle different problem situations. You will be able to recognize the good supervisors and the bad supervisors. You might even see yourself or a co-worker in this activity.

Trainer Suggestion: Handout, "Can I Be George?" Explain to the staff that they will be given a situation and will be asked to role play a supervisor. Assign a supervisor role to each person. Instruct them in how role plays are conducted. Inform them that only one supervisor, George, is an example of a "good" supervisor. Allow them to exchange roles with other staff from situation to situation. When role playing the situations, each person is to use the same or similiar responses typical of that supervisor,whose role is being played.

CAN I BE GEORGE?


THAT'S WHAT I CALL GOOD PRODUCTION.

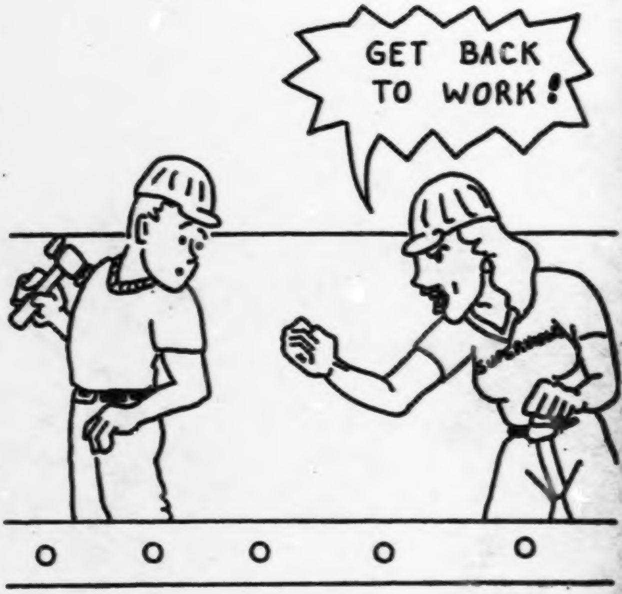
GEORGE

Supervisor George (good supervisor): Supervisor George seems to know when the contract work will be finished and knows what to do next. He knows who has production problems. He knows who needs special attention. He is liked by almost everyone. He doesn't have to say much to get the work out. He almost never shouts. His favorite statements are:

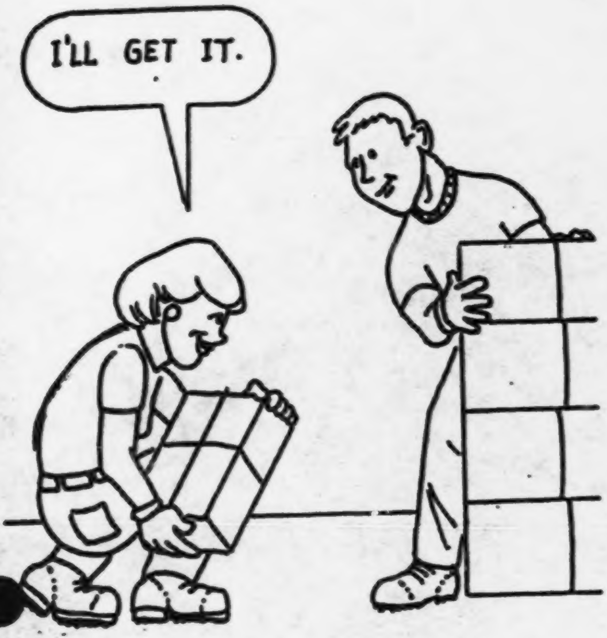
1. "Try it this way and see if that works better."
2. "Have Robert show you how."
3. "That's what I call good production."
4. "This whole shop is really producing today."
5. "Happy birthday Bill."
6. "Sorry about your brother. Are you going to be out for the funeral?"
7. "Can I talk to you over here a minute?"
8. "I really like your style."
9. "Have you thought about getting a job somewhere where they pay more?"

Supervisor Jane (loud and hateful): Supervisor Jane is quick to recognize problems. When she sees a problem, she quickly responds by shouting for the client to quit whatever he is doing wrong. If the client again does the wrong thing, she shouts again. Supervisor Jane likes the clients and lets them know by smiling when she shouts, or winking her eye, or letting out a funny remark. When someone does not respond to her after all her attempts, she gets the shop manager to suspend them. Her favorite statements are:

1. "Get back to work."
2. "Stop messing around."
3. "You keep that up and you'll get suspended."
4. "Don't give me that crap."


GET BACK TO WORK!

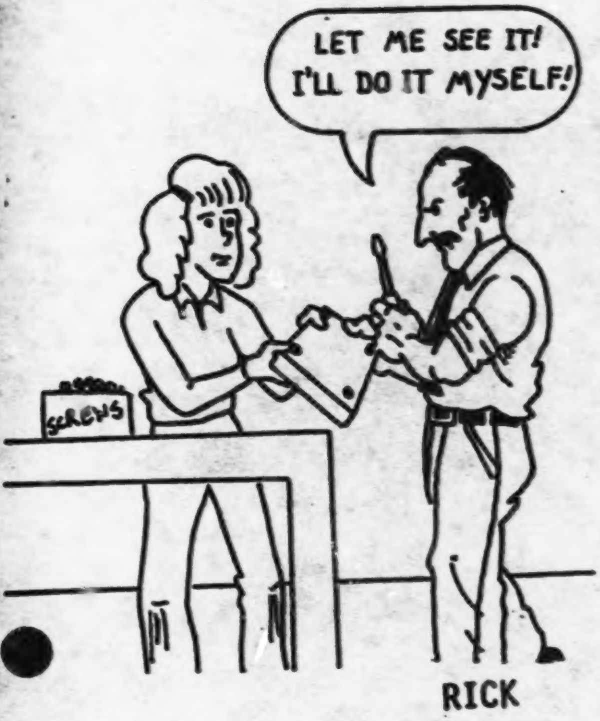
JANE



CYNTHIA

Supervisor Cynthia (fast, then gone): Supervisor Cynthia is a go-getter. She prides herself in being able to do so many things. She can drive the forklift. She can tie up bundles faster than any client. She can make deliveries. She can run the bandsaw. She can do almost anything well. She takes great satisfaction in always being on the run and doing something. Her favorite statements are:

1. "I can do that,"
2. "I'll get it,"
3. "I'll be back in a minute,"
4. "I'm always busy."
5. "Don't fall asleep and fall out of your chair. Ha, ha."

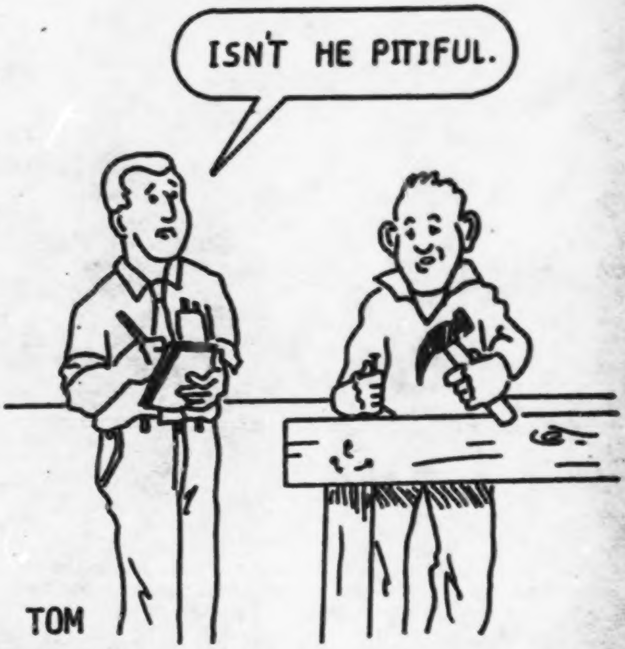

LET ME SEE IT! I'LL DO IT MYSELF!
SCREWS
RICK

Supervisor Rick (holier than thou):
Supervisor Rick can always be counted on to get the job done. He will have things done right every time or it is not his fault. He would be able to have a smooth running floor if it wasn't for the guy who always wants to cut up. He could have his people work on their own if they didn't keep trying to put work activity people on the floor. He could produce twice as much if he just had the right tools and a few good people. His favorite statements are:

1. "I was going to be able to finish today, but (the cook burned the meal, a man from local business came just as I was going to...., the rehab counselor came asking for reports, a client's mother called and said we didn't pay enough...) pick one.
2. "How do they expect us to produce the right quality with the people they have out here?"
3. "Let me see. I'll do it myself."
4. "This is ridiculous!"
5. "All I do is fight fires."
6. "If they would just give me a handful of good clients, they could take the rest of them and let them watch movies."

Supervisor Tom (pitiful):
Supervisor Tom is a good ole guy. He doesn't believe in hurting client's feelings. He generally doesn't say much to clients; either they want to work or they don't. Tom gets along fine with everyone. When production gets behind, he jumps in and helps and stays late to get contracts out. Tom loves the workshop and thinks it's great that these people have some place to go during the day. He has seen these people here for a long time and knows they're not ever going to go to work anywhere else. Tom's favorite statements are:

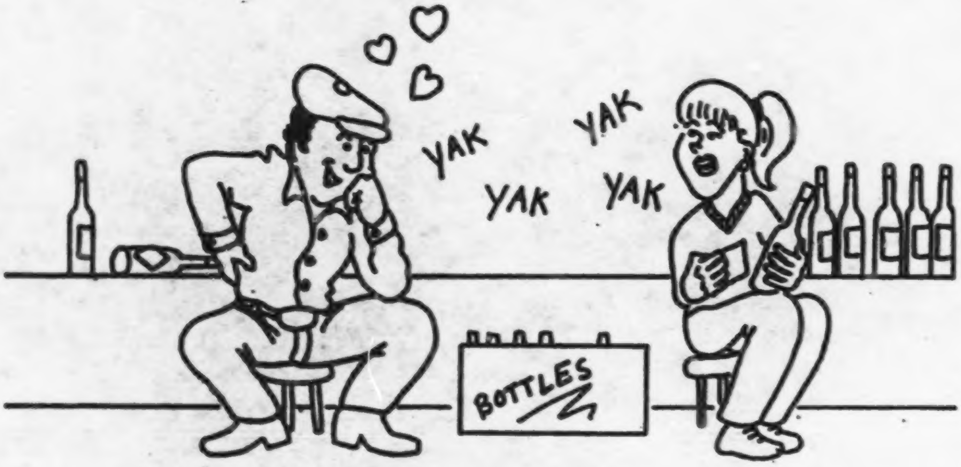
1. "He just can't do any better than that."
2. "Isn't he pitiful?"
3. "I'd like to just give them all a good home and then they'd be alright."
4. "I wonder if he had breakfast?"
5. "Poor kid, never had a chance."



Trainer Suggestion: Handout, "Problem Situations." Proceed through each situation allowing staff to participate in role playing their assigned supervisor. When last situation is finished, open for discussion, enabling entire staff to relay how problems are handled by them and their workshop.

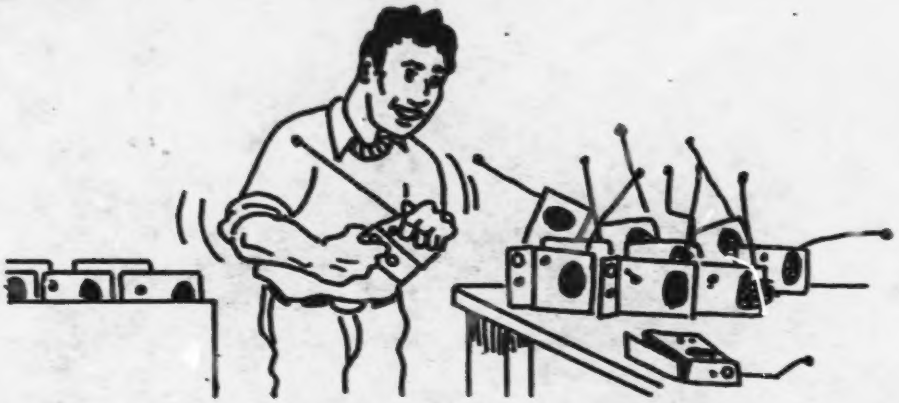
Situation 1

John is talking to Sandra. John thinks Sandra is the best thing that ever hit Earth. John is not overly concerned about his production. He can produce at a fairly good rate with few mistakes, when he wants to. Generally, he has a little trouble staying busy without supervision, and besides, Sandra is wonderful. Sandra really likes to talk to John too. She can keep up her production and will have few mistakes even when talking. You and other supervisors have asked John to stop talking and work. He is talking now.



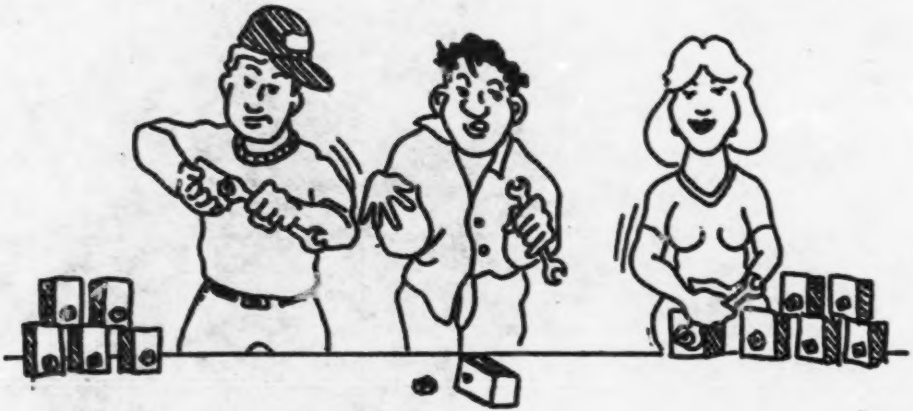
Situation 2

Ron produces extremely well. He has a tendency to make a few mistakes on every job. He sometimes works so fast that he tears up what he is working at. He says he wants to get as much done as possible because he's not getting paid enough anyhow. Ron learns the jobs quickly and is somewhat of a hot shot with other clients. He is a popular guy with almost everybody.



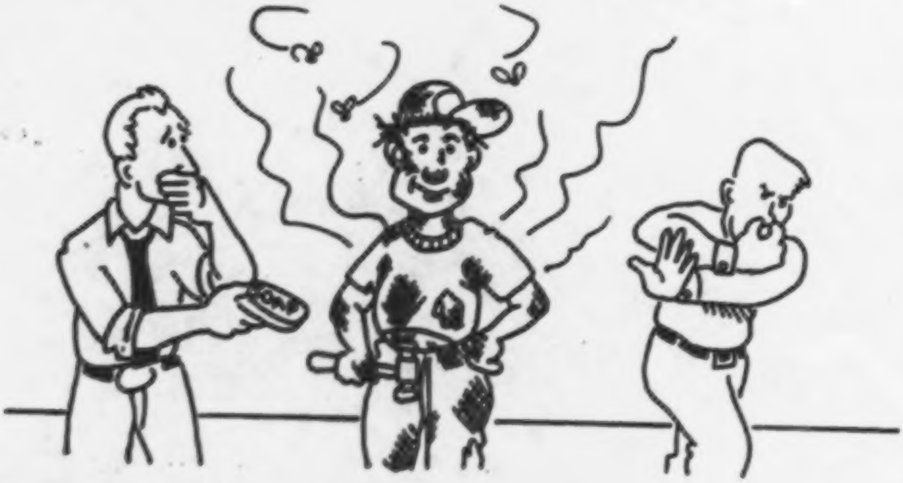
Situation 3

Mark just came out of work activity onto the floor. He is not producing very fast and is making mistakes on nearly every piece. He is working at a good rate but just doesn't seem to be able to cut the mustard.



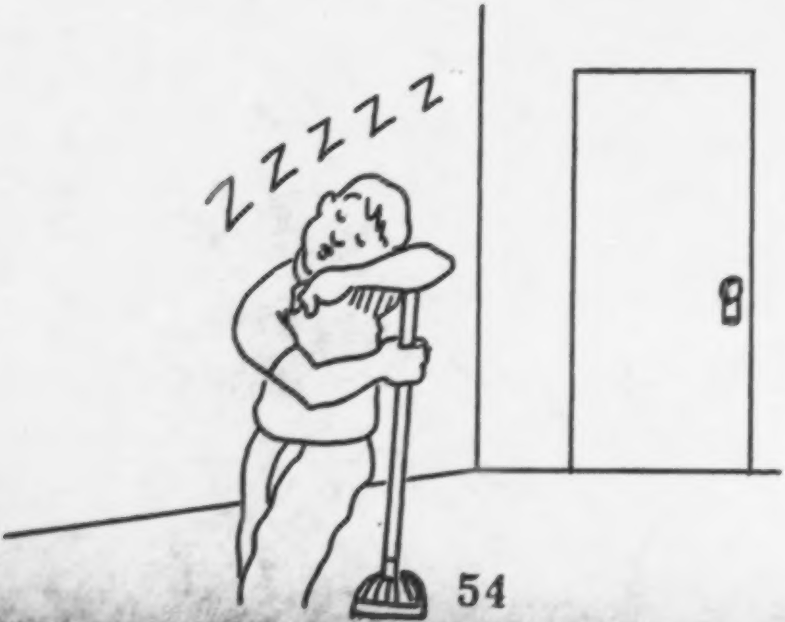
Situation 4

Hank produces pretty well, but he is dirty. His clothes are dirty they smell, and he smells. He works well around others who tolerate him as best they can. He has been asked to take a bath and get clean clothes. He does usually, but he comes in dirty sooner or later. It is Monday morning, and he is dirty and smelly, and you are his supervisor.



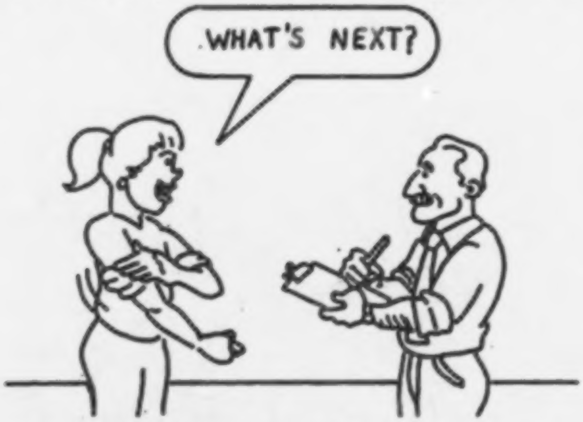
Situation 5

Mike is generally a good producer. He works when you ask him, but nothing spectacular. He has been at the workshop for three years producing at the same rate. He falls asleep between jobs or during down time. Whenever he is asked to move to another job or area. of the job, he goes real slow. Mike is considered to be a part of the workshop because he has been there so long. He just nodded off as the director walked through the shop.



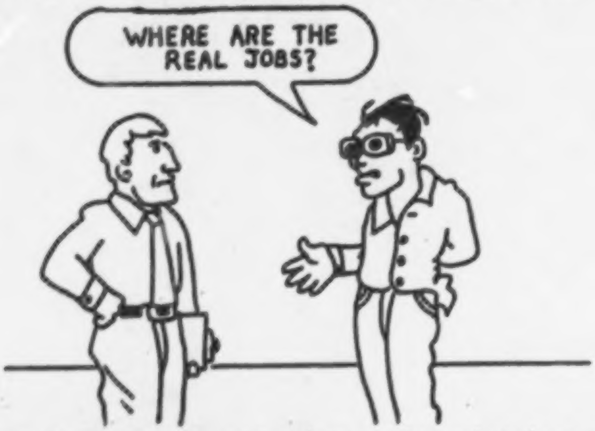
Situation 6

Sandra is a good producer. She comes to you and asks what she must do in order to go to the next step up. She has always done well, but is not exceptional.



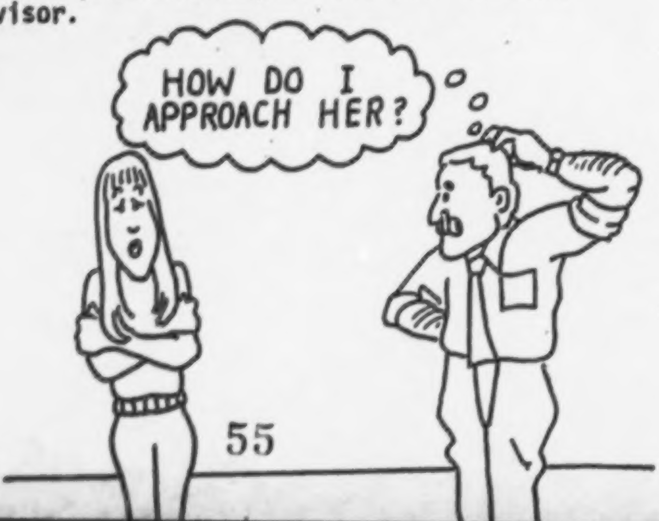
Situation 7

Martin is a pretty sharp guy. He produces well and is on the highest paid level. He comes to you and is really discouraged about the money he is making. He wants to know if you all help people find jobs outside the workshop.


WHERE ARE THE REAL JOBS?

Situation 8

Dori is not producing fast enough and makes a few mistakes. She doesn't talk very loud and she generally can't take criticism. In the past, she has cried when you told her that her work was not up to par. She has to get her production up or she will be sent home. You are her supervisor.


HOW DO I APPROACH HER?

There are several reasons why you as a supervisor should be concerned about clients' productivity:

First, a client's economic independence can be increased if they learn to be productive.

Second, a more mormative adult role can be assumed by a productive client.

Third, a productive client can decrease their dependence on public support.

Fourth, productivity may increase the liklihood of acceptance by non-handicapped peers. *

Research and demonstration projects have proven that people with handicaps can learn the skills needed for work in competitive employment. Productivity is possible for severely handicapped adults. The do have potential to be very productive, independent workers.

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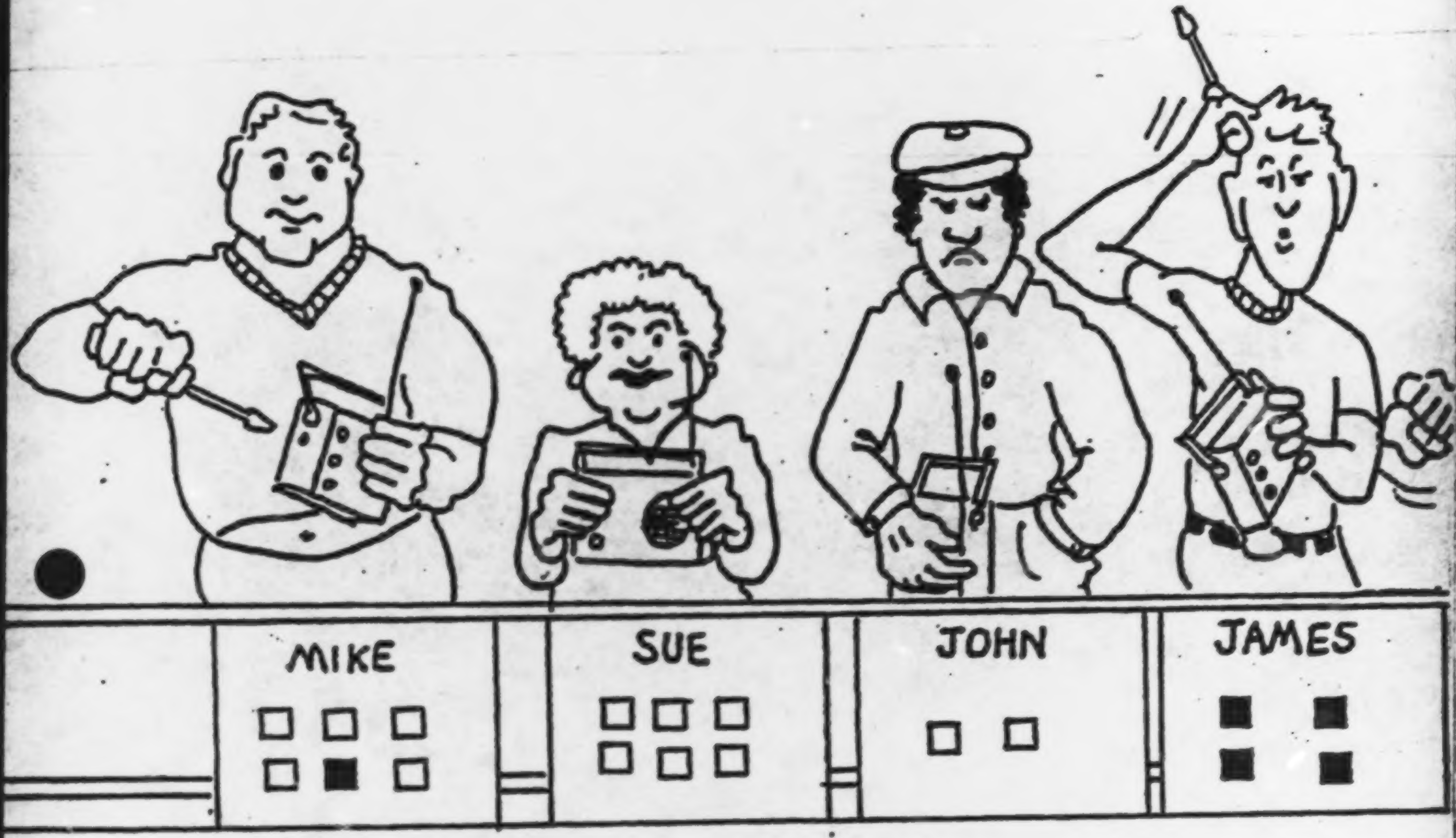
* Adapted from Horner, Robert and G. Thomas Bellamy, *Habilitation of Severely and Profoundly Retarded Adults*, Vol. III, Aug., 1980. University of Oregon, Eugene, Oregon.



Supervising Group Productivity

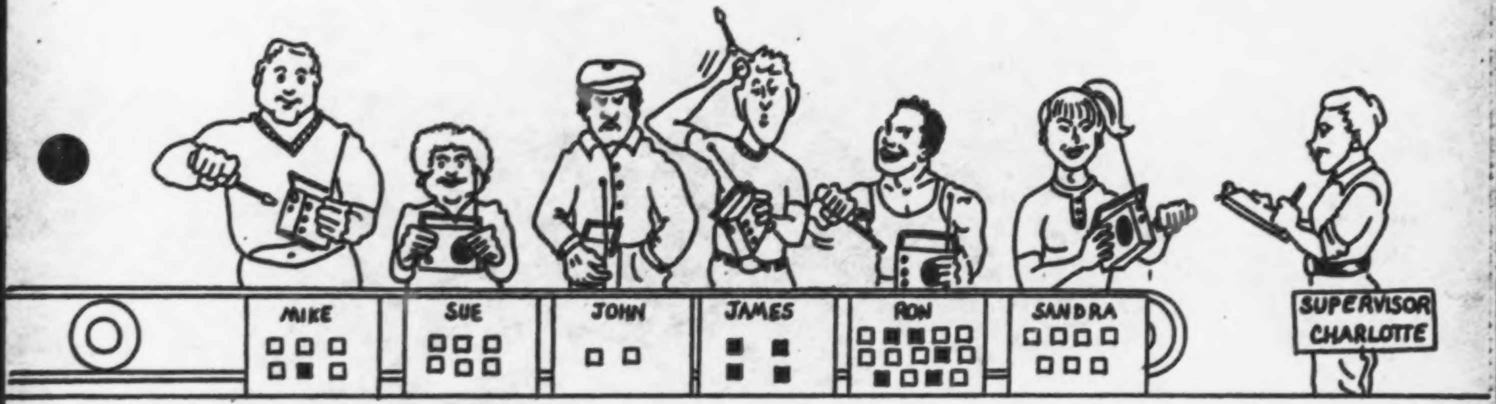
Trainer Suggestion: Handout, "Supervising Group Productivity." Allow ample time for completion and open discussion on their responses to this activity.

Supervising Group Productivity

Trainer Suggestion: Handout, "Supervising Group Productivity." for completion by the staff. Upon completion, open discussion on responses to this activity.

DIRECTIONS: This is a drawing of Charlotte's group in the workshop. The small squares represent the radios completed. The dark boxes indicate that the work was done incorrectly. The plain boxes indicate that the work was completed correctly.

In your own words, answer the questions about Charlotte's workshop below.



A. Who are Charlotte's best producers?

1. ______________________________

2. ______________________________

B. Are there any strengths in the way her group is arranged?

1. ______________________________

2. ______________________________

C. Which clients have the most problems in her group?

1. ______________________________

2. ______________________________

D. Who is closest to getting a job in competitive employment?

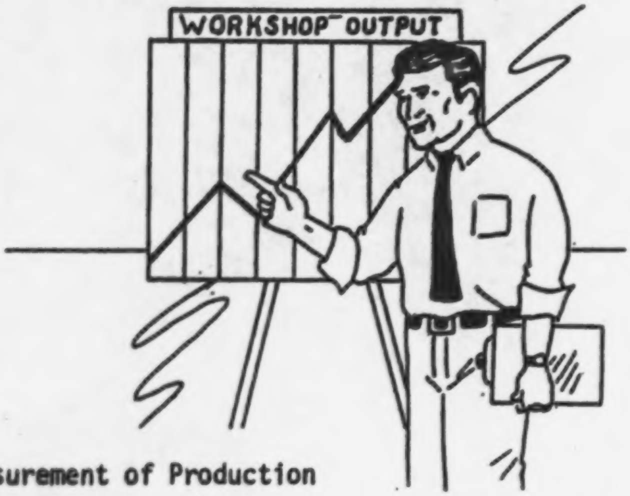
Name______________ Explain why:______________

Individual Productivity

Each client's production consists of how much each client produced during a period of time. Production usually means the amount of materials produced (Quantity) and the quality of materials produced.

Group Production

Group production consists of the total of all the production by the people that are under your supervision in the workshop. Group productivity is your responsibility because you are the supervisor. If your group's production goes up, then you are rewarded. If it goes down, then some explanations must be given. Your reputation as a sheltered workshop supervisor depends on the production record of your clients. Your job as a supervisor is a series of tasks you do every day to get your assigned clients to get the work done. The more of your time you spend on the line producing, the less time you can be managing.



Measurement of Production

The measurement of a client's production is important to you as a supervisor. The measurement of your production as a supervisor is important to workshop directors. You are measured on the productivity and employability of your clients. The more productivity and employability you can produce in clients, the better a supervisor you are.

EXPANSION COMPONENT ONE
Unit C

Specific Behavioral Techniques

Many techniques have been developed and successfully used with severely disabled clients, including mild and moderately retarded work center clients. Two especially successful techniques center on the use of contingencies and reinforcers to increase productivity and reduce interfering behaviors.

The contingency technique shows the client the "costs" of his problem behavior. For example, if John's continual talking to Mary disrupts his productivity, you would explain to John how you would make it "cost" him to continue talking to Mary because the talking interferes with his work and reduces his check. You would say, for instance, "John, if you talk to Mary and stop work, you will be taken out of the work area for five minutes." If John finds talking to Mary extremely reinforcing, then the cost of being removed from the room would initially seem high, however, John might eventually learn to accept this cost. In that case, you could change the contingency and explain to John, "John, you still talk to Mary and do not work, therefore, I will move you to another area of the workshop away from Mary if you are talking."

Other contingencies include taking away an activity or taking away a soda at breaktime. Based on your experience with the client, you can determine what contingency would be most effective.

Trainer Suggestion: Handout,"Increasing Productivity or Decreasing Behavior Problems? Try Reinforcement."

An alternative technique is reinforcement. Reinforcers can be provided to the client to decrease off-task behavior, increase on-task behavior and to increase productivity. There are several reinforcers that can be used to change work behaviors:

Primary Reinforcers are substances that require no learning by the client in order for it to have reinforcing properties. Such primary reinforcers might be items like juice, candy, nuts, or raisins.

Increasing Productivity or Decreasing Behavior Problems?

Try Reinforcement

There are several types of reinforcers that can be used to change work behaviors:

Primary Reinforcers are substances that require no learning by the client in order for it to have reinforcing properties. Such primary reinforcers might be items like juice, candy, or raisins.

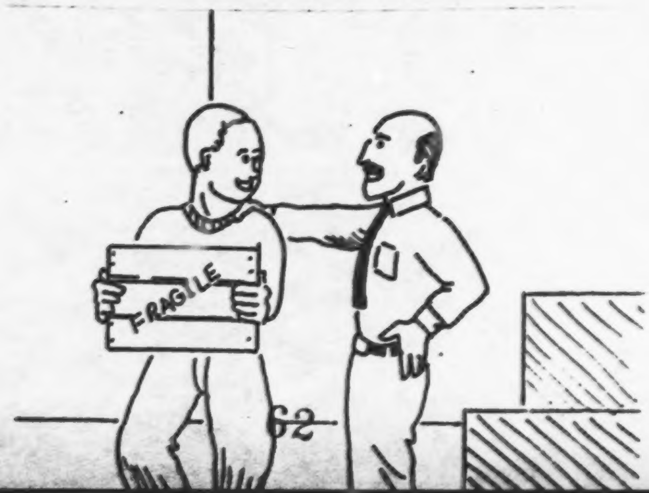
Tangible Reinforcers are objects preferred by the client, things you can hold or manipulate.

Activity Reinforcers are a preference behavior such as a game, listening to music, going for a walk or on a field trip.

Token Reinforcers are tangible objects that serve as a generalized conditioned reinforcers. They can be exchanged for a valid reinforcer. An example would be to exchnage tokens earned by the client for candy, sodas, or pretzels, etc. at breaktime.

Social Reinforcers are usually personal. Verbal praise, pats on the back, and attention are common social reinforcers.

Self-Reinforcers are delivered by the client and may include self-praise or self-administering of tokens or a primary reinforcer. For example, a supervisor could set up a system of self-reinforcement in which the client is directed to collect one token for every thirty minutes that s/he works appropriately.



When you decide to use reinforcers, there are five different factors to consider:

> First, the client should be considered. Discover what functions as a reinforcer for the individual. You can do this by noticing what the client seems to prefer. Ask the client or family and friends of the client what s/he likes best.
>
> Second, the reinforcer you choose should be easily administered. For example, if you are using a tangible reinforcer, the object should not be so distracting that it diverts the client's attention away from work for a long period of time. Or, if you are using a primary reinforcer, like cola, it should not take an excessive amount of time to deliver the cola to the client.
>
> Third, if you choose to reinforce the client with edibles, make the item something that can be easily and quickly consumed so that the production is not impeded.
>
> Fourth, consider the immediacy with which you can administer the reinforcement. You should be able to give the reinforcement immediately after the specified behavior.
>
> Fifth, the reinforcers must be delivered consistently.

In any type of reinforcement program, be certain to fully and enthusiastically explain to the client the details of the program. A sample explanation might be: "Mark, we are going to help you stay working and not spend so much time talking. For every ten minutes you are working well and not talking too much (name the specific wrong behavior), we will give you a reward (name the reinforcer, i.e., candy, juice, cola). Solicit the client's cooperation. At any time you decide to change the program, approach the client (before the change takes place) and tell the client in an enthusiastic and positive manner about the change. Your explanation might be: "Mark, since you are working so well and not talking so much (name the specific behavior), we will give you a reward for every fifteen minutes that you work well." Plan out a gradual fading of the use of the formal reinforcer over several weeks. Eventually, the client will learn to be reinforced with only verbal praise or even through self-reinforcement.

Trainer Suggestion: You may wish to provide activities for the staff to strengthen their working knowledge of reinforcement. The following activity is helpful in this goal.

Reinforcement Activities

Each person will choose an individual or a group of individuals with whom to work. You are to record their production rates for three days as a baseline. Decide what interfering behavior is present if possible. Develop an intervention program using tangible, activity, social or self-reinforcers with help from the instructor or the client services supervisor.

Follow through with reinforcing for two weeks recording production during this period.

Evaluate for one day giving no reinforcements to see what the new level of production is and prepare to report these results in class.

If you choose self-reinforcers, which is the most difficult, a plan might be to hand out a sheet with 6 blocks on it. You would then ask each client to raise his hand if he is working when you say NOW loudly. Schedule the six loud NOWs during the first hour of work after lunch. Scheduling them 6 minutes after work begins, 10 minutes after work begins, 30 minutes after work begins, 45 minutes after work begins, 50 minutes after work begins, and 59 minutes after work begins. Ask all who raise their hand who were working to mark in one of the blocks on their paper. See if production increases. See if more people are on task during this hour more than another hour during the work period. Do this for two weeks and report the results to the class.

Trainer Suggestion: Handout, "The Intervention Process."

Developing an intervention program for your clients is basically a 5 step process.

Step One: Chart the current production rate of the client.

Step Two: Decide what problem is interfering with the client's productivity and select a way to intervene.

Step Three: Develop an intervention program. This step includes establishing the type, frequency, and duration of the planned intervention, and securing the client's cooperation.

Step Four: This is the intervention period within which you will chart production daily.

Step Five: Evaluate you client's progress by charting production during a period when no intervention is occuring.

THE INTERVENTION PROCESS

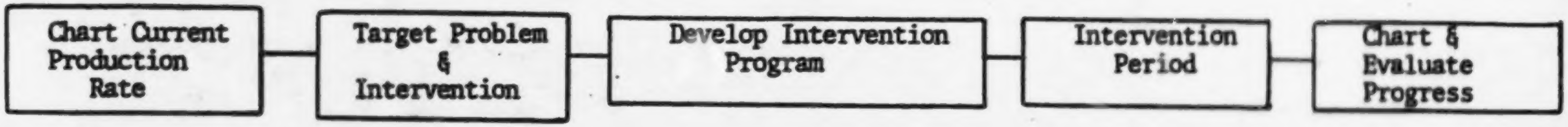


Chart Current Production Rate
Target Problem & Intervention
Develop Intervention Program
Intervention Period
Chart & Evaluate Progress

EXPANSION COMPONENT TWO
Unit A

EXPANSION COMPONENT TWO

Staff become involved directly in readying clients for competitive employment. The fundamentals of job assessment, task analysis, performance standards, establishing baselines, and skill aquisition are provided. Individualized skill training, program evaluation, and assessing client's job-readiness are also part of this component of training.

INSTITUTING SUPPORTIVE WORK TRAINING

When building a curriculum for clients, it is essential to reconsider the relevance of workshop training to actual employment opportunities. With the ultimate goal of competitive employment placement in mind, skills must be taught that contribute to the client's job readiness. For example, if you spend hours training clients to use office equipment and there are, in actuality, no office jobs available in the community for your clients, then your training has a limited impact.

Most work centers are engaged in bench work contracts and clients are involved in assembly production. During this type of vocational training, clients learn general work skills and habits, like attendance, productivity, etc. that can carry over to many jobs. However, if your community has no entry-level positions for assembly workers, then bench work as the sole type of skill training severely hinders the functional training efforts.

Pertinent questions to consider when setting up a supportive work curriculum are:

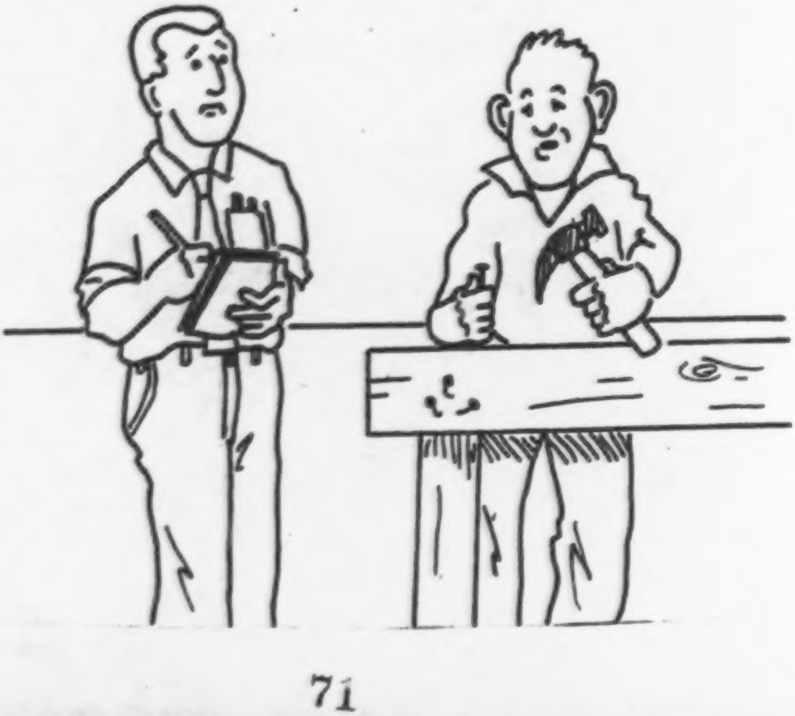
> Is this training necessary to prepare clients to function ultimately in competitive employment?
>
> Could clients function in competitive employment if they did not aquire these skills?

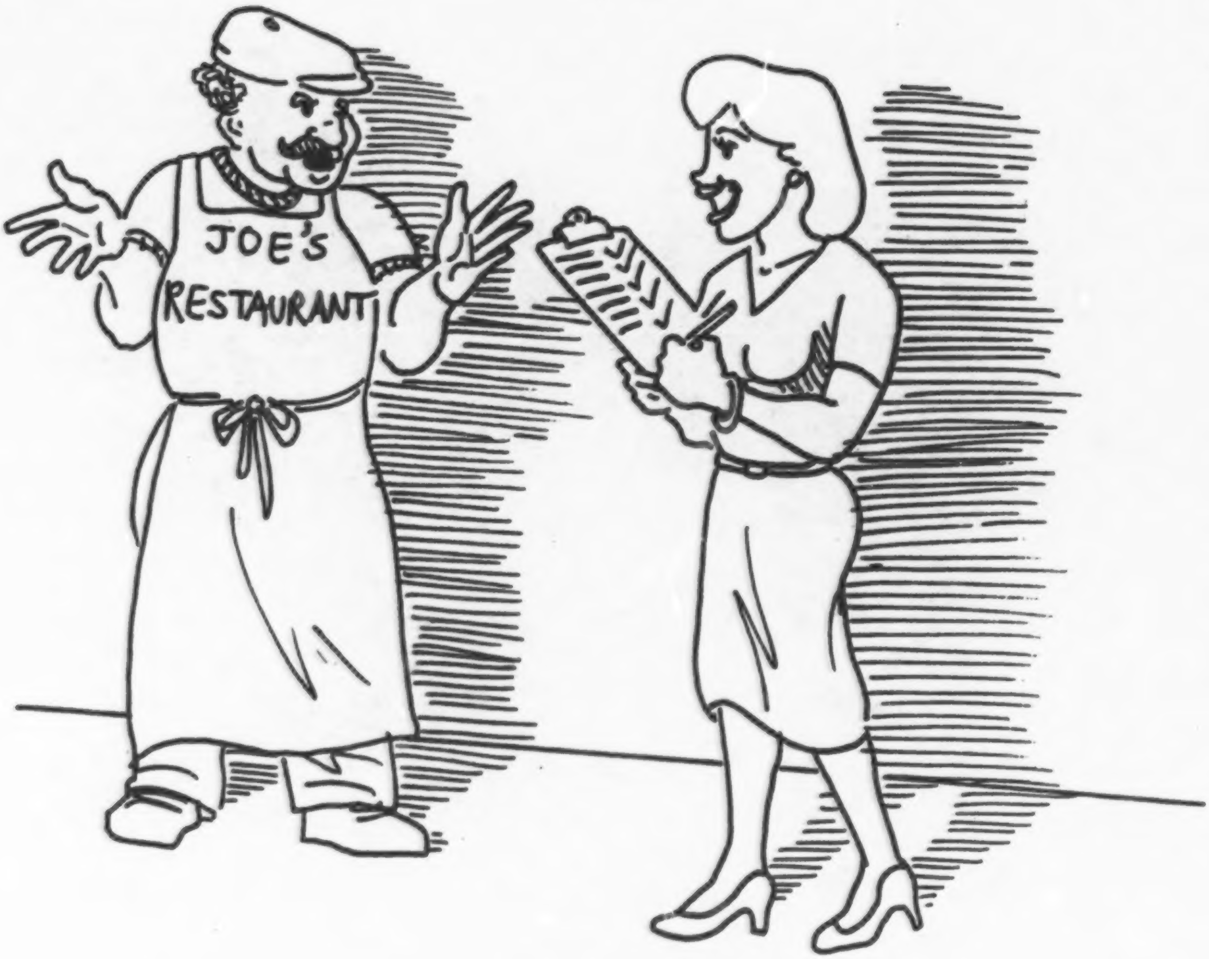
Will a different activity allow clients to approximate realization of the criterion of competitive employment more quickly and more efficiently?

Are the skills, materials, tasks, and criteria of concern similar to those clients will actually encounter in competitive employment?

Will the activity impede, restrict, or reduce the probability that clients will be placed in competitive employment?

A vocational program should reflect the local industry and job market of the community, therefore, the fist step is to visit community businesses and assess entry-level positions.





Job Assessment of Local Businesses

Job assessment of local businesses consists of going out to businesses and learning what jobs are there. There are several reasons why it is important to conduct a job assessment of local businesses.......

First, it enables you to learn what kinds of jobs are available to your clients in the community.

Second, a job assessment informs you of the needed skills for entry-level jobs in community businesses.

Third, job assessments contribute to the work center's positive image in the community as an active rehabilitative agency.

Fourth, the job assessment enables you to build a sound, practical curriculum of employability skills that you can teach to clients.

Trainer Suggestion: In advance, have appointments scheduled for staff at various local businesses. Send all people in pairs if possible. Try to set up visits in hotels, cafeterias, resturants, hospitals, colleges, public school systems, etc. . Schedule two visits, one for 30 minutes in which a staff member will watch an entry-level person do their job, and the other visit for 15 minutes in which the staff member will talk with the manager about the business staff. No more than two staff members should visit per business. One training session can be devoted to these business visits. Handout, Job Assessment Work Sheet," and go over the instructions with the staff. For practice, you may wish to allow the staff to complete one worksheet.

Appointments have been made with local businesses so that you can experience the job assessment process. You will observe and talk with workers in entry-level positions for apporximately 30 minutes. The Job Assessment Work Sheet was designed to guide you in your job assessments.

Do not feel that you must learn EVERYTHING about the job during your visit. Also, do not feel that you must try to find a client a job. If you are told that there are no openings at the business, assure the manager that you are only trying to improve your program by visiting businesses. What you should include in your job assessment is:

1. The name of the work area. For example, Production Room.
2. Three smaller work areas. For example, in the Production Room there might be: an assembly area, a supply area, and a finished products area.

Job Assessment Work Sheet

Instructions: Upon visiting local business, determine at least 3 small work areas of the job. These will usually be one physical section where specific job skills are necessary. For example, in a laundry at a local nursing home, a small work area could be the washing room, where specific skills are needed which might include loading washers, measuring detergent, etc. . Within each work area, please identify what skills are needed. For example, skills in measuring are needed in the washing room of the laundry.

Name of Site or Environment: ______________________________

Work Area One	Work Area Two	Work Area Three
__________	__________	__________
Specific Skills:	Specific Skills:	Specific Skills:
a. ____________	a. ____________	a. ____________
b. ____________	b. ____________	b. ____________
c. ____________	c. ____________	c. ____________
d. ____________	d. ____________	d. ____________
e. ____________	e. ____________	e. ____________

Number of entry-level positions: ________________

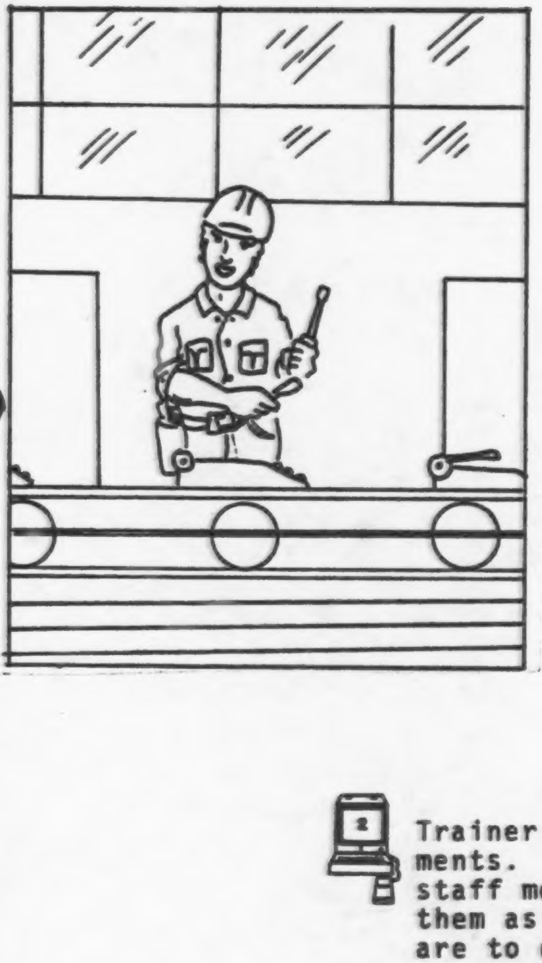
Rate of Turnover: ____________________________

Comments: ________________________________

____

____

3. Learn and list the specific skills needed within each small work area. For example, in the assembly area the skills required might include: assemble 3 parts of a typewriter arm, attatch arm to typewriter, adjust and position arm, secure arm in locked position.



4. The number of entry-level positions. For example, how many entry-level assemblers work in this environment?

5. The rate of turnover. You could ask the worker, "How often are new assemblers hired?"

6. You may wish to write in any comments on information you think is important. For example, if you learned from the worker that the job requires a good deal of physical stamina, like standing long hours, you might want to make note of that fact.

Trainer Suggestion: Handout business assignments. Give one business to every pair of staff members. The assignment should instruct them as to the time, place, the position/s they are to observe and the name of the person in charge of their visit at the business. Assure them that the employer is expecting them and that s/he is cooperative.

DEVELOPING JOB STRANDS

Trainer Suggestion: Ask the staff to have their completed worksheet ready for discussion. Allow each staff member to tell the group what they observed during their business visit.

We can compile all of the information you have collected from your business visits and decide what entry-level positions actually exist in the community.

Trainer Suggestion: Ask the staff to name the kinds of entry-level jobs that are in the community. List these jobs accross the board.

Based on your observations, we can also compile a list of skills needed in these entry-level positions.

Trainer Suggestion: Ask the groups about specific skills needed for each job listed on the board. List the skills under each job heading.

This information will be an extremely important tool for developing practical vocational training at your center. For example, if there are an abundance of entry-level jobs for custodians in your community, then you should design a curriculum to teach specific custodial skills to clients.

The process of creating relevant training for clients is a simple one. From you job assessment, consider the marketable skills that are needed in your community. Janitorial skills might be taught and could be the focus of your supportive work training. The next step is to list the skills as needed by an entry-level janitor. Sweeping, mopping floors, cleaning sinks, cleaning toilets, vacumming carpets, etc. will comprise the majority of supportive work training in janitorial skills.

EXPANSION COMPONENT TWO

Unit B

TASK ANALYSIS

The training program is simpler when each skill is divided into its component steps and then sequenced in a logical order. This process is called Task Analysis.

Trainer Suggestion:Handout, "Task Analytic Recording Sheet." Invite the class to task analyze one janitorial skill, entering the task components as they are analyzed and sequenced.

To demonstrate task analysis, we will task analyze the janitorial skill of cleaning a sink. Think about the first step involved in cleaning a sink. List that component on the first line under "Program" on your Task Analytic Recording Sheet. Continue listing the components of cleaning a sink, in the logical order that you would follow. You can be as specific as you like, listing many components. When doing task analysis in the work center, take into consideration the learning ability of the individual client. Some clients require a task breakdown in great detail, others require only general steps of instruction.

Trainer Suggestion: Assure the class that there is no exact list of components for cleaning a sink and that their lists will vary.

Now that you have each completed a task analysis of cleaning a sink, exchange lists with each other. Examine how the other person task analyzed the job.

Trainer Suggestion: Ask the class if they could clean a sink following the steps on the list they have. If facilities are available, you might engage one class member in performing the task as analyzed and sequenced by another class member.

Two important reminders about task analyzing a skill:

1. Be certain that no components are omitted in the analysis--that would result in failure to complete the task.

TASK ANALYTIC RECORDING SHEET

Worker's Name____________________

Job Coach____________________

Work Task____________________

TASK COMPONENTS

TASK COMPONENTS

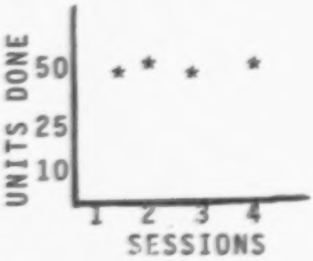
2. Be certain to record all components. When training clients in a specific skill, like cleaning a sink, you must use a consistent set of steps. Begin and end the skill training with the same steps that you began and ended with in the last session. The record sheet also enables consistent training when more than one trainer is involved.

PERFORMANCE STANDARDS

Before you implement skill training you should take into consideration the standards of performance you expect clients to achieve. Examine the components of the task and determine a standard of performance with regard to timing, quality, and quantity. Set the performance standards at competitive employment levels. Consider what would be expected in a "real" job were the client employed in the community. Once you have established the performance standards, record them and attatch them to the Task Analytic Recording Sheet.

ESTABLISHING A BASELINE

A baseline is established to determine to what extent the worker is able to perform a task before any training takes place. It is important to withold all training assistance during this procedure in order to get a truly accurate picture of what the worker is able to do independently before the intervention training begins. Baseline production rate can be easily determined. First, record the exact time that the work period begins. Then, record the quantity of work that is produced and the period that the work ends. By dividing the number of units of production by the number of minutes worked, you can determine the production rate. An example, in four 50 minute trials, a worker produced 150 units. The production rate would be 3 units per minute, and that would be the baseline.



Graphing production rates helps you visualize the stability of production. It is important to begin intervention training when a baseline is relatively stable. If you begin intervention when the baseline is high, production may not increase. If you begin when production is low, then production may increase only temporarily. Establish a baseline when you have graphed a consistent rate of production over three or more timed trials.

Trainer Suggestion: Handout, "Guidelines for Aquisition Baseline." Arrange for each staff member to baseline a client at the work center following the procedures outlined in the handout.

BASELINE

Guidelines for Baseline of Client's Task Completion

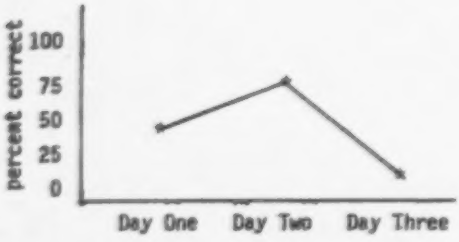
This procedure is to determine to what extent the worker is able to perform a task BEFORE any training takes place. It is important to withhold all training assistance during this procedure in order to get a truly ACCURATE picture of what the worker is able to do independently before intervention training begins.

Baseline Procedure

1. Have worker sit facing work materials.
2. Trainer stands beside worker.
3. Say to worker, "$\underset{\text{name}}{\underline{\hspace{2cm}}}$, I am going to make a pen. Watch me."
4. Silently- demonstrate the entire task.
5. Say to worker, "$\underset{\text{name}}{\underline{\hspace{2cm}}}$, make a pen."
6. Stand beside worker WITHOUT giving any assistance.
7. Score aquisition data with a plus (+) for each correct response on the task analysis. Score a minus (-) for each incorrect response, or if the student shows no response within ten seconds on any step. Do not respond with comments like, "Good Job." Praise or help should not be given while taking baseline.
8. If you are not able to score all steps on the first trail, allow the student to have one more trail, without another demonstration.
9. After completing the scoring, stop the worker from practicing the task.
10. To determine the percentage of steps performed correctly, divide the total number of pluses by the total number of steps, then multiply by one hundred.

$$\frac{\text{total \# of +'s}}{\text{total \# of steps}} \times 100 = \text{\% of task completed correctly}$$

11. Graph results.



12. Repeat procedure for 3 days or until a stable baseline is achieved.

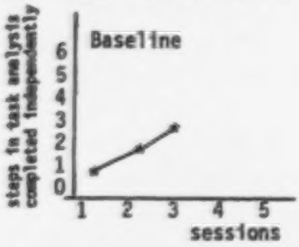
Graphing Results

Why graph results?

1. Graphs are more understandable.
2. Graphs show if intervention is effective.
3. Graphs help show if a change in programming is needed.

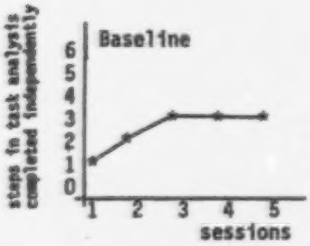
Never begin intervention if performance level has not been consistent over several days. For example, if you are going to work on increasing a skill, do not begin intervention if your baseline is increasing.

Graph 1



Do not start intervention if graph looks like this - wait until it looks like the one below -

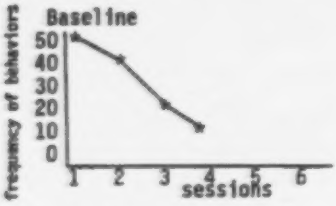
Graph 2



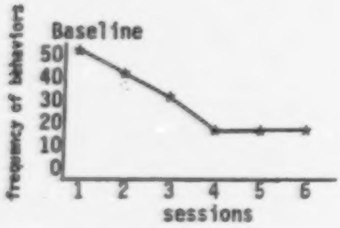
In Graph 2, the student's rate of performance has stabilized and now would be a good time for intervention.

In Graph 1, it looks as if the student's ability to complete the skill is naturally increasing without intervention.

Additionally, if you are going to begin a program to decrease a behavior, do not start intervention if the behavior is decreasing during baseline. Wait until you see some stable pattern to performance.



This would not be a good time to begin intervention -



This would be a better time to begin intervention. The behavior is at a stable rate of performance.

BASELINE

Guidelines for Baselining Production Rates or Behavior Rates

This procedure is used to determine a client's production rate. It is also used to determine the percent of on-task behavior or the number of times that inappropriate behavior occurs. The baseline rate is important to know before you start a new strategy to increase production or change client behavior.

Procedure

1. Set up period of time to count the frequency of the behavior. The frequency is "how much" is produced or "how often" a behavior is observed. The period in which to count production can be before lunch, all day, etc... If it ocurrs all day, then pick 2 fifteen minute periods, one in the morning and one in the afternoon. If the behavior ocurrs only for a short time, then record a continual account for that short time. For example, it ocurred 10 times in ten minutes.
2. Record the behaviors on a pad of paper or an automatic grocery counter each time it ocurrs during the period you have specified.
3. Always record at the same time each day.
4. Try not to let the client know you are recording or watching his/her behavior.
5. After counting behaviors or production, divide your counted numbers by the time (in minutes) which you observed. Example: 80 in ten minutes=$\frac{80}{10}$= 8 radios per minute

   29 kicks in 5 minutes= $\frac{29}{5}$=5.8 kicks per minute
6. Three days can be calculated the same way: 240 radios produced in the 30 minutes observed = $\frac{240}{30}$= 8 radios a minute. This is a baseline for 3 days of observation of 10 minutes each.

INDIVIDUALIZED SKILL TRAINING

Trainer Suggestion:Handout, "Individualized Skill Training" and Skill Training Individual Program Sheet."

When setting up a training program for an individual client, you should conduct a client inventory. This inventory will enable you to structure training according to the individual's special needs, productivity, learning ability, and work habits. Consider the individual's learning ability, for example, when deciding how to task analyze the skill to be taught. Some clients require extensive, detailed breakdown of tasks, while others require a more genralized task analysis. The unique characteristics of the client are also important in considering what training methods, prompting procedures, etc. you will decide to use in skill training.

The "Skill Training Individual Program Sheet" will enable you to record the methods, procedures, techniques that you plan to implement in the client skill training. This program sheet was designed for use over a three week training period, however, the training program can be restructured or extended by using additional sheets. Your daily graphing and data recording are crucial to the success of your training program. The information gathered each day will help you determine if you should continue with the present instructional program or if you should revise it. IF progress is accelerating, then continue the program as structured. However, if progress is very slow or no progress is being made, then the program should be re-structured.

EXPANSION COMPONENT TWO
Unit C

INDIVIDUALIZED SKILL TRAINING

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When setting up a training program for an individual client, you should conduct a client inventory. This inventory will enable you to structure training according to the individual's special needs, productivity, learning ability, and work habits. Consider the individual's learning ability, for example, when deciding how to task analyze the skill to be taught. Some clients require extensive, detailed breakdown of tasks, while others require a more genralized task analysis. The unique characteristics of the client are also important in considering what training methods, prompting procedures, etc. you will decide to use in skill training.

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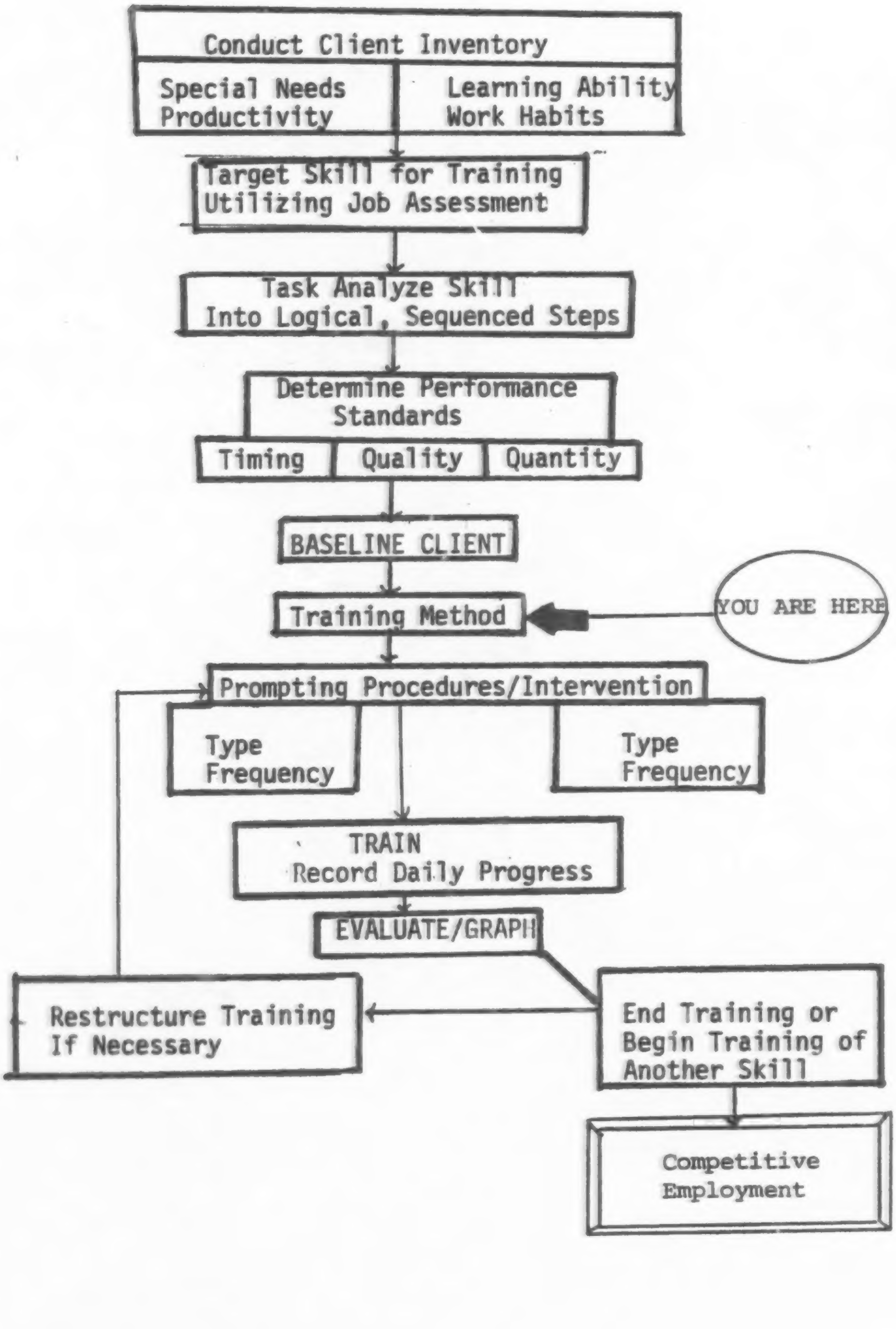
INDIVIDUALIZED SKILL TRAINING


Conduct Client Inventory
Special Needs
Productivity
Learning Ability
Work Habits
Target Skill for Training
Utilizing Job Assessment
Task Analyze Skill
Into Logical, Sequenced Steps
Determine Performance
Standards
Timing
Quality
Quantity
BASELINE CLIENT
Training Method
YOU ARE HERE
Prompting Procedures/Intervention
Type
Frequency
Type
Frequency
TRAIN
Record Daily Progress
EVALUATE/GRAPH
Restructure Training
If Necessary
End Training or
Begin Training of
Another Skill
Competitive
Employment

Date:___-___-___

NAME____________________

TRAINER/S ____________________

SKILL TRAINING INDIVIDUAL PROGRAM SHEET

SKILL________________________

					INTERVENTION																	
Task Components	Performance Std.	Baseline			WEEK ONE					WEEK TWO					WEEK THREE					EVAL.		
1.																						
2.																						
3.																						
4.																						
5.																						
6.																						
7.																						
8.																						
9.																						
10.																						
11.																						
12.																						
Total Tasks:	Tasks Completed:																					

+ = task correctly completed
− = task not completed or done incorrectly

METHODS OF INTERVENTION

Prompting Procedures:
Type Used: ____VERBAL
____MODEL
____PHYSICAL

Frequency of Use: ____OFTEN (3 or more times per task)
____SOMETIMES (once per task)
____SELDOM (once for some tasks, not at all for others)

REINFORCEMENTS/INTERVENTION TECHNIQUES
Type/s Used:____________________

Frequency of Use: ____________________

COMMENTS:______________________________

PROGRAM EVALUATION

Trainer Suggestion: Solicit responses to the question, "Why should you evaluate your training program?" List the responses on the board.

Program evaluation is important because it is one method of judging the success of your training program. It also is a document of the progress of the client. Evaluations enable the client to see how much progress has been made and it informs the client of what is to be expected. Evaluations also provide a sense of accomplishment to the client.

Usuing your discretion, you can evaluate individual progress when you feel the client is ready. Essentially, the evaluation consists of performing another baseline after a training period has been completed. You can determine the client's progress by comparing the initial baseline with the most recent baseline. Your graphs of the client's progress as you go through training is a source of daily evaluation, however, an evaluation baseline is necessary because you need to determine if any progress is evident when intervention is absent.

ASSESSING A CLIENT'S JOB READINESS

Although you have an evaluation of the client's progress, this is not the only measure to consider when assessing job readiness. Of course it is important to know that the client can meet performance standards, stay on task, and be productive, but other factors are equally significant. Consider these factors:

1. Is the client's attitude toward work positive and motivated?

2. Does the client have social skills that will enable him/her to work well with others?

3. Does the client have the ability to follow instructions and to respond to corrective feedback in an appropriate manner?

4. Does the client dress and groom appropriately?

5. Can the client work safely and comprehend work rules?

While not a complete and comprehensive list, do consider all these factors when you begin to assess the client's job readiness.

EXPANSION COMPONENT TWO
Unit D

SPECIAL TECHNIQUES IN SKILL ACQUISITION

When teaching a new skill to the client, you can use a variety of of techniques. Two techniques that have been used with much success are the Least Prompting Technique and the Graduated Guidance Technique.

LEAST PROMPTING TEACHING PROCEDURE

A prompt is any kind of supplementary assistance/stimuli that is given to the student in order to facilitate a response. Three types of prompts used for training include verbal, model, and physical prompts. A verbal prompt consists of a few extra verbal instructions to help the client perform the skill. Model prompts show the client how to perform the skill. The trainer expects him/her to imitate what has been demonstrated. Physical prompting is "putting through" or physically guiding the student's body part or parts through the desired response.

Any of these prompts can be used individually or together to teach a new skill. However, the ultimate goal is for the individual to perform the skill independently under naturally occuring conditions.

For example: You may teach a client to clean a sink by

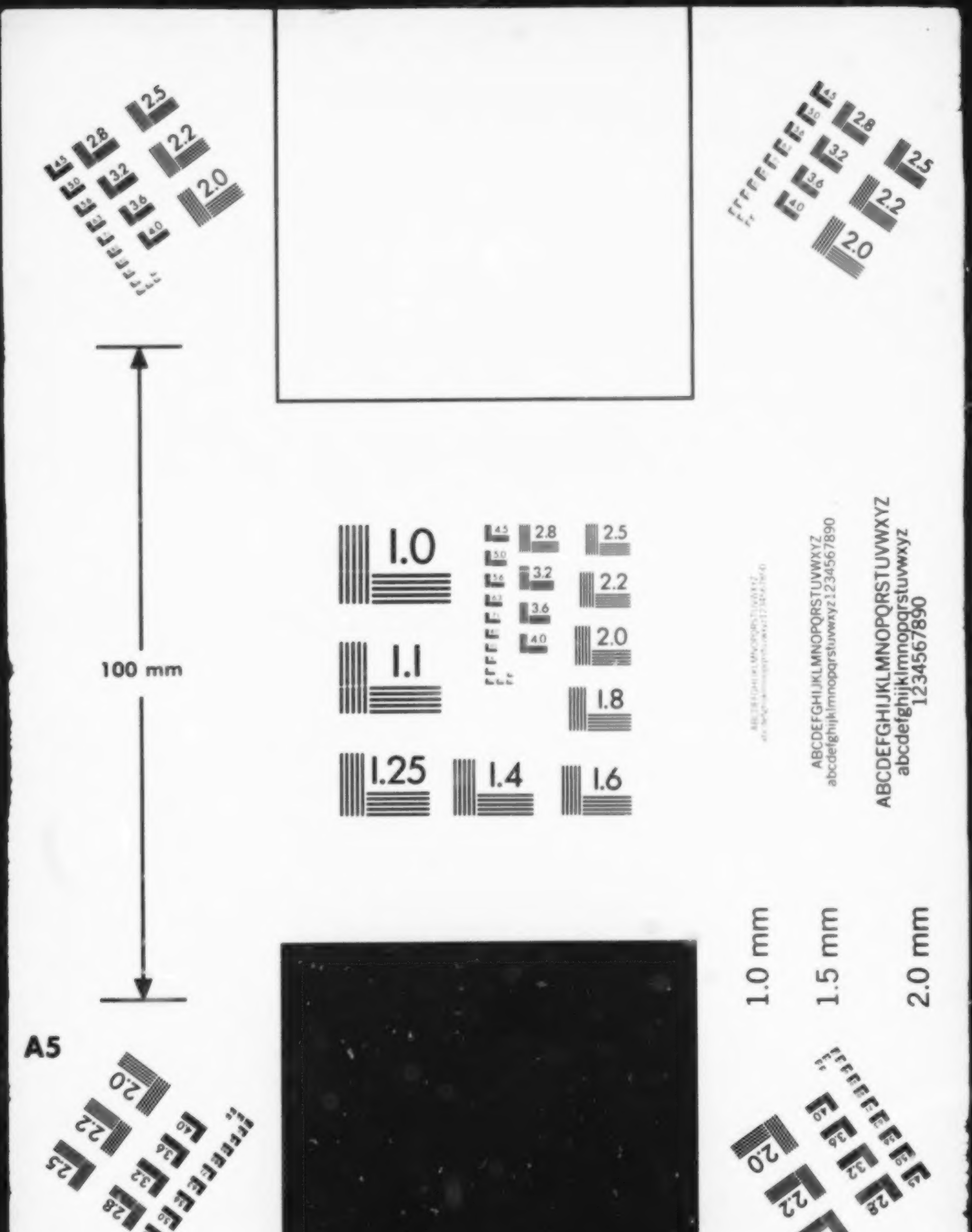
(1) saying: "Get your supplies and clean the sink."

(2) demonstrating: "Watch me clean the sink."

(3) physically taking the client by the hand and going through the motions of cleaning the sink.

Any combination of these three assistive techniques can be used. You, however, expect the client to eventually clean the sink when the supplies are placed in front of him/her without additional prompts.

Obviously physically guiding a person through an activity is the most unnatural, most intrusive means of getting someone to complete an activity. While providing a few verbal instructions is the least intrusive, this can be represented on a continuum of least to most intrusive prompts.


A5
100 mm
1.0
1.1
1.25
1.4
1.6
1.8
2.0
2.2
2.5
2.8
3.2
3.6
4.0
4.5
5.0
5.6
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz1234567890
ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
1234567890
1.0 mm
1.5 mm
2.0 mm

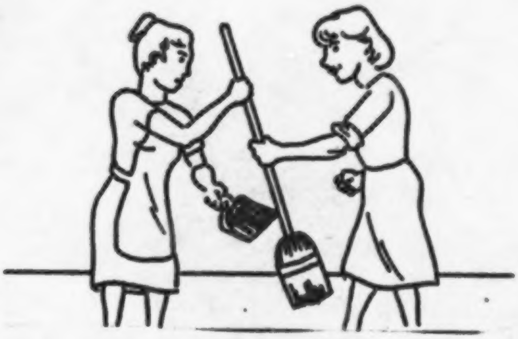
Most Intrusive ←――――――――――→ Least Intrusive

physical prompt	model prompt	verbal prompt

Whenever a trainer is using prompts to teach a skill, some plan must be made to gradually fade assistance. For example, if the trainer always holds the client's hand while using the broom to sweep, then the client may refuse to sweep when assistance is no longer offered. Gradually prompts must be removed until independence is achieved. The system of least prompts is a systematic procedure designed to gradually fade out help.

Initially, the client is "put through" a skill by using all three prompts.

(1) The trainer begins by presenting the naturally occuring stimuli (broom) to get the desired response (sweeping).



(2) If the student does not respond after a specified period of time, s/he is given a verbal prompt/additional instructions.

(3) Should the client fail to respond again, the trainer should show the client what to do by sweeping the floor him/herself.

(4) Finally, physical guidance is provided if the client still needs assistance.

(5) Generally, it is best to wait a short period of time before going to the more intrusive prompts. Proceed from the least intrusive to more intrusive assistance allowing the client a chance to complete the skill regardless of the prompt needed.

(6) Reinforcement is always provided whenever the individual completes the skill regardless of the prompt needed.

(7) Remember, we are teaching a skill. After the skill is learned, even persons functioning in the moderate range of retardation will be asked to work without even verbal prompts.

CUE DESCRIPTION

CODE	LEVEL OF ASSISTANCE	ASSISTANCE PROCEDURES
I	Independent	Allow 3 Seconds for a Correct Response.
V	Verbal Cue	If No Correct Independent Response, Give a Verbal Instruction that is Specific to the Task (e.g., "Pick Up the Bolt").
M	Verbal Cue & Model (Gesture)	If No Correct Response to the Verbal Instruction, Then Point to the Item and Repeat the Verbal Instruction.
P	Verbal Cue & Physical Prompt	If No Correct Response to the Gesture, Then Prompt the Person by Taking Their Hand by the Wrist and Placing It on the Task While at the Same Time Giving the Same Verbal Instruction.
H	Verbal Cue & Hand Guidance	If No Correct Response to the Prompt, Then Physically Guide the Person Through the Step While at the Same Time Giving the Same Verbal Instruction. The Person Should Complete the Step at This Level.

CUE IMPLEMENTATION

Cues to be used are:

Independent = I
Verbal Cue = V
Verbal Cue & Model (Gesture) = M
Verbal Cue & Physical Prompt = P
Verbal Cue & Hand Guidance = H

Always use cues in the order listed. This helps the person to do the work as independently as possible. In using cues, tell the person exactly what you want him/her to do. For example, if you want the student to pick up a pair of pliers, say, "Pick up the pliers." Avoid saying "NO" or telling the student what not to do. For example, if you want the person to pick up the pliers and he starts to pick up a bolt, tell the student, "John, pick up the pliers." This tells John exactly what you want him to do. If you say, "No, don't pick up the bolt," he doesn't know what you want him to do and he may only pick up on part of the instruction (...pick up the bolt).

The procedure can be used easily for a single response or for a task analyzed skill.

Trainer Suggestion: Handout, "Cue Description/ Cue Implementation Guide."

The Cue Description and Cue Implementation Guide illustrates how to implement the Least Prompting Technique. It shows you how to schedule the cues you provide to the client. Remember, the goal of the Least Prompting Technique is to allow the client to work as independently as possible.

GRADUATED GUIDANCE TECHNIQUE

Graduated guidance consists of physically "putting through" or moving an individual's body parts to complete a desired response. Total physical guidance is provided initially and gradually faded as the client begins to learn the new skill. This is an especially useful technique for someone who is extremely low functioning and does not respond to or learn from verbal or model prompts.

CONSIDERATIONS

The trainer who attempts to use graduated guidance must develop a system of fading the physical prompt. In teaching sweeping, for example, you may begin by providing firm hand over hand pressure to hold the broom. As you "feel" the client take control, you should fade the assistance to a light hold to merely placing your fingertips on the back of the client's hand. Finally, the guidance would be totally faded when the new skill is learned. Another fading technique might consist of the trainer starting with hand over hand, decreasing to hand on wrist, and then to hand on the client's elbow.

It is important to remember to pair verbal instructions with physical guidance. You want to move to least intrusive prompts as quickly as is possible.

Disadvantages of Using Graduated Guidance

(1) It is often difficult to maintain consistency across trainers when using graduated guidance. Pressure exhibited by one may be totally different from another.

(2) It may be difficult to use with a resistive/noncompliant client who does not want to be guided through a movement.

PRECAUTIONS!

(1) Avoid eye contact and extraneous talking to the student while providing the physical guidance.

(2) The guidance should not be unpleasant nor should it be extremely pleasant. If the student finds your physical guidance reinforcing, it may be hard to fade the assistance because he may refuse to begin doing the task on his own.

(3) The student's eyes and thoughts should be on the task and not on the trainer.

What Kinds of Skills Can Be Best Taught Using Graduated Guidance?

(1) Self-help skills whose motor responses are not in the client's repetoire.

(2) Any skill that requires a number/series of motor responses which are new to the client, like vocational skills, leisure skills, etc. .

(3) Good technique for a client that does not follow instructions or respond to model prompts.

EXPANSION COMPONENT THREE

Activities and instruction are provided in job development. Specialized skills are taught in employer interviewing, job analysis, job-client matching, and marketing the job-ready client.

EXPANSION COMPONENT THREE

Unit A

INTERVIEWING EMPLOYERS

Trainer Suggestion: Handout, "Locating Job Activity Sheets." Allow ample time for completion and discussion.

The best way to locate jobs for handicapped adults is by interviewing employers. One short interview will enable you to learn several important facts about potential employment for your clients.

You can learn.......

If the employer has ever hired a handicapped worker or would be willing to hire one...

If the employer perceives a handicapped worker to be as competent and dependable in completing their jobs as other workers...

If the employer thinks that other workers would willingly accept a handicapped co-worker...

If the employer is familiar with or finds desirable the government benefits available for employing individuals with handicaps...

If the employer would be willing to talk with a job-ready client.

When you make an employer contact, your demeanor is very important. Be friendly, not pushy. Show an interest in and a concern for the employer's business. Give the employer a copy of the TJTC tax credit information if requested. Thank the employer for his valuable time and cooperation.

Trainer Suggestion: Handout, "Employer Interview Sheets." Inform the class that this is a description of how to approach employers. Handout, "TJTC" information also.

LOCATING JOB ACTIVITY SHEETS

Identify a minimum of 12 ways to locate jobs for handicapped adults. Be creative!

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____
7. ____
8. ____
9. ____
10. ____
11. ____
12. ____

HELP
WANTED

USING THE EMPLOYER INTERVIEW SHEET

The Employer Interview Sheet is designed to be used on your second visit to business. Call the owner or the manager and ask to come by for about 15 or 20 minutes to discuss what you found during the job assessemnt. Arrange to go with another staff member to the business. Both of you will be asking the questions, in a conversational manner, using the Employer Interview Sheet as a guideline. You will take turns asking the questions. You should practice this interview prior to your visit with a third person role playing the manager's part. This will help you to become familiar and more comfortable with interviewing.

Upon arriving at the business, begin with a short discussion of your job assessment and ask some general questions about the job you observed (i.e., neatness, accuracy, how many positions there are, rate of work, amount and kind of supervision, dos and don't s of the job, etc.). When appropriate, begin asking the questions on the Employer Interview Sheet.

BE SURE TO PRACTICE YOUR INTERVIEW UNTIL YOU ARE COMPORTABLE WITH IT!!!

EMPLOYER INTERVIEW SHEET

1. Have you ever employed any mentally handicapped workers?

2. Were they as competent in completing their jobs as other workers? If you have not hired a mentally handicapped worker, do you think they would be as competent as the other workers?

3. How well do you think mentally handciapped workers are (or could be) accepted by other co-workers?

4. Do you think that mentally handicapped workers present a significant safety risk in completing their jobs?

5. Do you think that, in the long run, mentally handicapped workers are more dependable than the non-handicapped worker?

6. What would make you most likely and most willing to hire any handicapped worker?

7. Would you allow a job counselor to help train a mentally handicapped worker at the job site?

8. Do you have any preferences for hiring a mentally, physically, or sensory impaired individual?

9. What suggestions, if any, can you give that would help us improve the quality of our vocational education efforts for mentally handicapped students?

10. How does a person make application for employment here? (Can I see one of your applications?) Take it with you to have completed on your client when you bring them in.

11. Would you be willing to talk with a client ready for work? If so, set up a time and a date.

12. Do you have any openings now or do you expect to have any in the near future?

End with: I guess we have all the information we need. We'll see you on

__________ at____________. Thanks.
date time

TJTC

TJTC stands for Targeted Jobs Tax Credit. The information sheets you bave on TJTC provide an explanation of the benefits that are provided. You are to use the TJTC sheet as an explanation of the program to employers. Check with the agency responsible for employment in your state for a brochure explaining how your state is promoting TJTC.

Tax Break for Hiring Handicapped Workers

Question: How does the Targeted Jobs Tax Credit work?
Answer: The state employment commission and other participating agencies in your community determine eligibility and issue "vouchers" to eligible target group members. When you hire an eligible worker, you answer a few simple questions on the bottom of the voucher and mail it as indicated on the form to the TJTC Unit on or before the day the person starts to work. The TJTC Unit will mail a certification for the worker within three days of receiving the voucher. The certification form is the only documentation you need to claim the credit.

You claim the credit by filing IRS form 5884 with your federal income tax return. The certification form is retained in your tax files as prooff of entitlement.

Question: What are the limitations?
Answer: *You must either obtain the certification from the TJTC Unit or request it in writing on or before the day the eligible person starts to work.

*The credit is limited to 90% of your tax liability after other applicable reductions. If you cannot claim the full earned credit because of this limitation, you can carry unused credit back 3 years or forward 15 years.

*You cannot claim credit on an employee's wages while receiving federal government payments for on-the-job training for the same employee. However, after completion of the training, you can claim credit on wages paid during the remainder of the first two years of employment, if the employee has been TJTC certified.

*Your business expense is reduced by the amount of the tax credit. Your actual net tax reduction or savings will depend on the company's tax bracket.

Question: What records must a business keep?
Answer: The certification form and the dollar amount of wages paid to certified employees.

Question: Where can you get qualified workers?
Answer: *Have your hiring personnel on the alert for job applicants with TJTC vouchers;

*List your job openings with the local state employment commission. You can specify that you prefer or want only workers who can qualify you for the TJTC;

*Contact your local division of vocational rehabilitation and tell them you are interested in hiring targeted workers.

Question: Where can you get more information?
Answer: *Your local employment commission on certification procedures and eligibility questions;

*The IRS on tax related questions: [illegible], toll-free taxpayer assistance service. IRS publication 906 explains in detail the tax aspects of the credit.

Question: What is the Targeted Jobs Tax Credit or TJTC?
Answer: A tax break in the form of credits which are subtracted from the amount of federal income tax a business owes.

Question: Who can take advantage of this tax credit?
Answer: All private employers engaged in a trade or business.

Question: How is an employer eligible for the tax credit?
Answer: By hiring workers who qualify as members of one of the "targeted groups."

Question: How much is the tax credit?
Answer: The credit is computed by using the wages paid to each qualifying employee during the first two years of employment with the company. For all but the new summer youth target group, the credit is:

50% of the first $6,000 in wages the worker is paid during the first year;

AND

25% of the first $6,000 in wages the worker is paid during the second year.

This equals a potential $4500 credit for each eligible employee.

Question: Who are qualifying employees?
Answer: Individuals hired to perform work in a trade or business who are certified as members of one of the following targeted groups:

1-Youth 18 through 24 who are members of economically disadvantaged families;
2-Vietnam-era veterans who are members of economically disadvantaged families;
3-Ex-felons who are economically disadvantaged and hired within 5 years of date of conviction or release from prison (including felons in work release programs);
4-Handicapped persons referred from the state department of rehabilitative services and veterans administration vocational rehabilitation programs;
5-Work incentive (WIN) program participants or recipients of aid for families with dependent children (AFDC) for the last 90 days prior to hire;
6-Recipients of supplemental security income (SSI) through the social security office (federal assistance for the aged, blind, and disabled);
7-Persons who receive monthly welfare payments from the state or local welfare under general relief programs (this is not food stamp assistance);
8-Youth 16 through 19 who are from economically disadvantaged families and only while they are participating in a cooperative education program at the local high school;
9-Summer youth employees hired by an employer for the first time after 4/30/83 and who are from economically disadvantaged families and age 16 or 17 on the hiring date. The credit for this summer target group is 85% of up to $3,000 in wages paid during any 90 day period between May 1 and September 15.

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EXPANSION COMPONENT THREE
Unit B

Trainer Suggestion: Handout, "Employer Interview Sheets" and "TJTC Sheets." Have scheduled appointments set up, one for every two staff members, and handout the assigned appointments giving the time, place, and the employer's name. It is preferable to send the same groups to the businesses that were visited during the job assessment contact. Call businesses and remind them that staff members will be coming for their second scheduled meeting.

POTENTIAL EMPLOYERS

Trainer Suggestion: Ask each person to discuss their employer interview using their completed "Employer Interview Sheets."

From the information gathered juring your business contacts (both the job assessment contact and the employer interview), you should have an idea of the potential job market in the community for your clients. Keep a list of interested employers and the corresponding job assessment in your work center's job development file. If you do not currently have a job development file, then begin one.

Trainer Suggestion: Handout, "Job Analysis Form."

The Job Analysis Form looks more complicated than it actually is. The function of this form is to enable you to analyze crucial factors about jobs. Notice that the column on the right is labled, "ITEMS." These items are to be rated by you based on the information you have obtained from your business contacts. For example, on item number seven, machinery use, can be rated as a one if no machines are used on the job. It can be rated a two if simple household machines are used. It can be rated a three if one or two industrial machines are used on the job, or it can be rated a four if many types of machines are used on the job. Write the correct number rating in the column labled, "Rating for Job."

Trainer Suggestion: Ask the staff to rate the items on their "Job Analysis Form" based on the knowledge they have gained from their business contacts. Instruct them to include the job title, company name, and the hours of the work shifts. This information goes at the top of the form.

JOB ANALYSIS FORM*

DATE: __-__-____

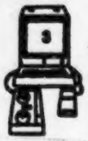
JOB TITLE: ____________ COMPANY: ____________ HOURS: ________

Items	Rating One	Rating Two	Rating Three	Rating Four	Rating for Job	Rating For Client
1. LOCATION / ACCESSIBILITY	On Public Transportation Route	Easy Walk from Public Trans.	Difficult Walk from Public Trans	Isolated		
2. REQUIRED EXPERIENCE	None	Work Experience (training)	At least one job	Previous jobs in area		
3. PHYSICAL MOBILITY NEEDED	Sit/Stand in one area	Fair to Good Ambulation	Must Negotiate Stairs/Obstacles	Agility Needed		
4. ORIENTING SKILLS	Deal with Small Area	Several Rooms	Throughout Bldg.	Throughout Bldg. and grounds		
5. NUMBER OF CO-WORKERS AVAILABLE	Many	One or Two	Occasional Encounters	None		
6. NUMBER OF INTERACTIONS WITH SUPERVISOR	On-going	About one per hour	Less than two in Four Hours	Hardly Ever		
7. MACHINERY USE	None	Simple Household	One or Two Industrial	Many Types		
8. ACADEMIC SKILLS	None Needed	Needs to Distinguish between supplies	Simple counting and words	Simple Reading And Number Work		
9. VERBALIZATION	None Needed	Critical Key Words Only	Some limited Speech	Clear Speech		
10. WORK RATE	Thoroughness Needed	Moderate Speed	Speed Essential At Times	Speed Essential		
11. PREFERRED WORKER STYLE	Eager, Looks for Work	Polite, [illegible] Responses Needed	Average Joe, not highly polite	Lower, few interactions		
12. PHYSICAL APPEARANCE	Just clean	Neat	Well Dressed And Groomed	Impeccable Appearance		
13. WORK ENDURANCE	Light Work/ Frequent Breaks	Light Work/ Few Breaks	Heavy Work/ Frequent Breaks	Heavy Work/ Few Breaks		
14. REINFORCEMENT AVAILABLE	Frequent Back Pats and Praise	Praise About Once Daily	Praise About Once Weekly	Pay Check Only		
15. TYPICAL TRAINING MODE	Show Exactly What to Do	Show Some Portions	Describe in Detail	Give General Instructions		
16. ON-TASK LEVELS NEEDED	Much Off-Task Tolerated	Some Off-Task Tolerated	High Attention Needed	Continual Attention Needed		
17. DANGER LEVEL	Very Safe	Average Work Risks	Some Dangerous Area	Many Dangers		
18. EMPLOYER ATTITUDE	Flexible-Interested	Rigid But Interested	Flexible But Aloof	Rigid - Aloof		
19. BASIC SKILLS NEEDED						
20. OTHER						

*Adapted from materials obtained from Virginia Research and Training Center, Richmond, Virginia.

JOB-CLIENT MATCH

The Job Analysis Form that you have just completed can be an important tool for use in matching clients with a particular job. You can rate the client's skills, abilities, situation, and needs along the same items. For example, on item number seven, if the client has no experience in using machines you can rate him/her with a one. If they can use simple household machines, rate them a two, etc. . Once the job and the client have been rated, check to see how closely matched the client is to the particular job.



Trainer Suggestion: To demonstrate and clarify, you may wish to allow the class to rate a client who they think is job ready.

MARKETING JOB-READY CLIENTS

If there is an opening for a particular job and the client matches it closely, then you are ready to market your client. You should feel confident about making employer contacts since you have practical knowledge about the businesses, job duties, and your particular client's capabilities. Telephone the employer when you learn of the job opening and request an appointment. The employer may or may not wish for you to bring the client along at that time. You may be asked to come alone with the client information. Do not let that discourage you. Be positive about your client and let the employer know how well the client can fit the particular needs of the job. Later, when the employer meets with the client for the first time, he will likely remember the positive features you pointed out earlier.

When readying the client for the job search, show a positive attitude. Remind the client repeatedly of all the useful skills s/he has. Such encouragement goes a long way toward building the client's confidence.

CAUTION: Sell your client, but don't oversell. Don't promise what the client can do unless you know what you say is fact. Leave the clients who don't really want to work at home.

EXPANSION COMPONENT FOUR

Skill training in follow-along techniques and independent living are provided in this component of training. Job-keeping behaviors, work adjustment, and community living skills are emphasized.

EXPANSION COMPONENT FOUR

Unit A

The Supportive Work Model

According to the Commission on Accreditation of Rehabilitation Standards Manual for Rehabilitation Facilities:

> "Job placement is a program or service organized to assist individuals to identify, obtain, and/or maintain employment commensurate with their vocational, social, psychological, and medical needs and their abilities. In addition, services made available to employers to facilitate the successful employment of individuals with disabilities. These standards are not applicable where job placement intentionally occurs only on an incidental and infrequent basis."

Throughout the training, you have aquired knowledge and skills specific to identifying and obtaining jobs for clients. Job placement also includes helping the client to KEEP the job and assisting the client in the independent living situation. The Supportive Work Model, developed from Project Employability of Richmond, Virginia's Research and Training Center, was designed to work toward insuring the job retention of the client. Two components of the Supportive Work Model include Follow Along and Independent Living.

FOLLOW - ALONG

Lower functioning rehabilitation clients, specifically persons with mild and moderate mental retardation, cannot maintain their employemnt without a supportive structure. The Follow-Along Trainer, sometimes called the trainer/advocate, is the person that can provide such a supportive network in the work environment.

For a lower functioning person to be successful in the world of work, active intervention must immediately take place. For all rehabilitation clients, responsible follow-along practices are part of the process, but for lower functioning clients, the follow-along process needs to include supportive work practices. The practices which have been proven most effective in job maintenance include the use of an on-the-job-coach, who is a trained staff person.

As a follow-along trainer, you have several responsibilities.

You must teach new vocational skills if the client is not familiar with them

You must help the client adjust to his/her new schedule, co-workers, and supervisor(s).

You must iron out problems with parents, family, friends that might affect the client's job performance.

You must solicit the cooperation of the supervisor and co-workers in a continual evaluation of the client's work performance.

You must set up a system of fading your support services, except when you may be needed for problem situations, etc. .

The follow-along trainer has an important duty to help the client in keeping his/her job. Your purpose on the job with the client is three-fold:

1. You are a source of continual assessment of the client's performance.
2. You are a source of continual support and feedback to the client.
3. You provide intervention if, (a) any changes evolve in the job, (b) the client performs inadequately or inappropriately, and (c) the client or co-workers have problems in the work place.

It is important to remember that the employability assessment done back at the work center only gives you a limited perception of what will actually take place at the job site when a lower functioning client is placed into competitive employment. The follow-along trainer quickly encounters problems with the newly employed client. Attendance, distractability, problems in production quality and quantity, inappropriate work behavior, communication, interaction, and self-help skills are just a few examples. These are the types of problems that could lead to job loss; therefore, the supportive work practices set into motion by the follow-along trainer are essential.

JOB KEEPING BEHAVIORS *

In training the client on the job, the follow-along trainer should stress job keeping behaviors. Some job keeping behaviors include:

1. Attends work regularly (in general, misses less than 12 days of work per year).
2. Shows up for work promptly (misses being on time no more than about 12 times per year). Note that promptness must be defined in appropriate terms; some jobs require that the employee not show up until almost exactly time to start work, and other jobs require that the person be at the work station some time before actually starting work.
3. Behaves toward co-workers in such a way that:
   a. s/he does not irritate them, make them mad, or distract them;
   b. s/he is not abused or victimized (this would create an administrative burden to the employer).
4. Behaves in relation to supervision so that:
   a. s/he shows an acceptance of his subordinate role in the relation to the supervisor;
   b. he creates minimum supervisory overhead consuming only supervisory time and attention.
5. Produces enough work:
   a. s/he remains consistently at his/her work station to an extent appropriate to the occupation;
   b. s/he maintains adequate production speed (a common problem being low productivity--rarely, a client may have too high a speed leading to his rejection as a rate-buster);
   c. s/he sustains effort and shows adequate stamina and demonstrates willingness to continue to exert herself/himself against the demands of the work world.
6. Produces up to appropriate quality standards:
   a. s/he recognized that there are quality standards and accepts them as reasonsble demands upon him/her;
   b. s/he attends to meeting quality standards and has attained the capability of meeting them;
   c. s/he recognizes the point of "good enough" and does not sacrifice production rate to needless perfectionism.

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* Walker, R., In Behavioral Counseling: Cases and Techniques, eds., J. Krumboltz, and C. Thoresen. New York: Holt, Rienhart, and Winston, 1969.

WORK ADJUSTMENT AT THE JOB SITE

During the follow-along services you provide to the newly employed client, you are likely to encounter some problems, especially after you have faded from the work site. Be prepared to intervene in these problem situations.

Trainer Suggestion: Handout, "Work Adjustment at the Job Site: Sample Case Studies." Select small groups to solve the problem situations. Allow ample time for discussion and the ideas of others.

SUPERVISOR/CO-WORKER EVALUATION

The success of your follow-along assistance is partially due to the cooperation that you generate from co-workers and employers at the job sites. It is important to get them involved in the evaluation process. Solicit their input about the work performance of the client. Also, ask them to let you know about any problems that may have arisen with work, people, or other matters involving the client. More than likely, they will be happy to cooperate. Schedule the evaluations at a time that is convenient for them. Arrange to pick up the evaluations at a convenient time too.

Trainer Suggestion: Handout, "Supervisor/Co-Worker's Evaluation Form."

Notice that the evaluation form is very simple, with only five questions. This enables the evaluators to consume very little time and effort in completing the form. Take time to explain the form to the co-worker or the employer if they have questions about it.

WORK ADJUSTMENT AT THE JOB SITE*

SAMPLE CASE STUDIES

1. Site: Dairy Farm

   Joe is a 19-year old TMR who recently left school and his D.O. program to take a full-time job working on a farm nearly the school. The farmer and his family are tolerant and patient, but recently you've heard that Joe is too slow at his job, that is, he is too meticulous and almost perseverative on the task. Your administrator gives you some time during the day to work with him. What is your assessment and intervention strategy?

2. Site: Grocery Store

   Mark (EMR) is an 18 year old grocery store bagger and also handles arranging the carts, etc. . You are pleased with this placement for him since it is near his home. Recently, he has begun to become "assertive" with some teen-age girls who come through the line; you know this because a neighbor told you. Assuming the grocery store personnel want your assistance, what assessment and intervention strategy would you follow?

3. Site: Nursing Home

   Marie (TMR) is a maid at the local convalescent home. Her job is to keep 3 hallways of rooms clean. You worked with Marie for several weeks before leaving her alone and now you hear that she is apprently "skipping" certain rooms because she does not like certain residents. When asked later why she skipped the rooms, she denies that she did. Assuming that the nursing home personnel want your assistance, what assessment and intervention strategy would you follow?

*Materials obtained from Virginia Research and Training Center, Richmond, Virginia.

4. Site: Hospital Laboratory

Lawrence's (EMR) job is primarily one of arranging and cleaning test tubes. He needs to complete the cleaning of 150 test tubes per hour. After you made the placement and left, he started at that rate, but has gradually come down to about 110-120 per hour. He apparently has gotten into rather long episodes of staring at the nurses when they go by. Assuming your administrator gives you the time off and the hospital personnel let you come in, what assessment and intervention strategy would you follow?

5. Site: Vet's Office

Sam likes to work with animals so you have gotten him a part-time job (after school) at the local vet's office. His job involves cleaning cages and washing down the animals. After he has been working for a few weeks, you receive a phone call from the Vet's office saying that Sam's parents are very upset that he has to clean animal excrement; tehy feel it is "beneath" him to do such a job. Sam also refuses now to do this work. What assessment and intervention strategy will you follow since this should be an excellent job for Sam?

SUPERVISOR/CO-WORKER EVALUATION FORM *

Supervisor/co-worker name ______________________________

Site ____

Date _______________________

	Meets Company Standards	Close to Company Standards	Needs Much Improvement to Meet Comp. Standards	Why
1. Quality of Job Performance Completes all assigned tasks correctly and without need for instruction or assistance.				
2. Speed of Job Performance Completes all tasks within allotted time without need of instruction or assistance.				
3. Follows Time Schedule Arrives ar work on time, goes to & returns from breaks on time.				
4. Personal Appearance Comes to work clean & neat each day.				
5. Interpersonal Behavior Follows instructions; interacts appropriately with others during work & breaks.				

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*Sowers, JoAnn, et.al., Specialized Training Program, Competitive Employment Training for Mentally Retarded Adults A Systematic Approach. University of Oregon, Eugene, Oregon: 1980.

PROBLEM SITUATIONS IN FOLLOW ALONG

1. Site: Grocery Store

Terry's job at the local grocer begins promptly at 3 p.m. During FA training with Terry, he always showed up for work promptly at 3 p.m. The employer evaluation indicated that Terry had been late reporting to work for 3 consecutive days. What intervention plan will you use to remedy this problem?

2. Site: Pizza Hut

Merle is a dishwasher at the local Pizza Hut. After you left Merle on the job for a few days, a co-worker told you that Merle was acting bizzare in the kitchen, often districting the other employees. On one occassion Merle removed his shoes and tried to put them in the dish machine. On another occassion, Merle twirled his apron in the air for several minutes. How will you handle this situation?

3. Site: Chemical Company

Brooks works at a chemical company labeling boxes. You are training him on the job when he begins to question the authority of his supervisor. Once he even told the supervisor that he was not the boss, you were, what do you do?

4. Site: Radio Plant

Anna assembles radio casings in a large manufacturing company. She learned her job very quickly and produced up to company standards. Two weeks after your training, you learn that Anna's production has fallen off. When you investigate, you learn that Anna has been doing a co-worker's job along with her own. What will you do?

5. Site: Holiday Motel

Jackie is a chambermaid with the Holiday Motel. During your training, a motel guest reported the loss of an expensive ring. The guest stayed in the room that had been cleaned by Jackie. The motel owner discovered the ring in Jackie's possession. What will you do?

EXPANSION COMPONENT FOUR

Unit B

INDEPENDENT LIVING

Supportive Work practices extend beyond the vocational domain. A newly employed client msut also learn to function independently in the community setting. The follow-along trainer and/or another designated helper (friend, placement specialist, client services manager, family member, or co-worker) must assist the client in learning the independent living skills that are so critical to the client's successful employment.

In addition to employemnt, there are three areas in which the client must function to be successful in living independently. Social living requires that the client use leisure time appropriately, be able to manage money, groom and dress in an appropriate manner, and manage legal problems adequately. Community living requires that the client have a place to live, adequate medical services, and the ability to use personal or public transportation when necessary. General and personal living require that the client be able to cope with family relationships in such a way as not to interfere with employment, and that the client has adequate personal adjustment and stability. The client should possess competencies in all of these three areas.

Trainer Suggestion: Handout, "Critical Employemnt/ Coupled Behaviors."

CRITICAL EMPLOYMENT/COUPLED BEHAVIORS*

Social Living Competencies

1. Utilizes his/her leisure time so that s/he is:
   - a. appropriately engaged and occupied rather than being at loose ends;
   - b. satisfied and reasonably content with his/her leisure time occupation.
2. Manages his/her money so that s/he does not spend more than s/he has.
3. Has acceptable grooming and appearance.
4. Manages legal problems adequately (avoids excessive garnishments, manages divorce and other personal suits, and effectively manages claims against such government services as social security or unemployment compensation).

Community Living Competencies

1. Houses him/herself, finds a place to live and maintains reasonable stability in housing.
2. Secures adequate medical services:
   - a. s/he has a personal physician or is linked to a public medical service;
   - b. s/he secures health-supportive services.
3. Is mobile in the community--uses public or personal transportation when necessary for employment, recreation, and personal affairs.

General and Personal Living Competencies

1. Copes with family and marital relationships so that they do not interfere with employment.
2. Has adequate personal adjustment and stability. (This is to be interpreted according to the individual and his/her situation and, above all, in relation to worker functioning. It is possible for a worker to be chronically unhappy or even in acute psychic pain. However, the critical behaviors are those that are emitted in such a way as to influence employment.
3. Utilizes leisure time in a manner that produces personal satisfaction.

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*Adapted from: Walker, R., In Behavioral Counseling: Cases and Techniques, eds., J. Krumboltz, and C. Thoresen. New York: Holt, Reinhart, and Winston, 1969.

ADJUSTMENT PROBLEMS IN INDEPENDENT LIVING

Discuss how you would handle these problems encountered by newly employed clients who are now living independently.

Problem: Social Living Area

Jimmy earns a weekly pay check from his dishwashing job. Recently, he rented a small apartment on whcih the rent is due monthly. The first month, has elapsed and the landlord informed Jimmy's employer that Jimmy had not yet paid his rent. It is four days past due and Jimmy will not get another check until Saturday. It is now Monday morning and the employer has just contacted you requesting your assistance. What will you do?

Problem: Community Living Area

Kelly obtained a position as a hotel chambermaid. Her work performance has always been good and she never misses work, in fact, she has worked four months and not missed a day of work yet. The employer contacted you saying that Kelly called him and said that she was very ill and did not know how to find a doctor. How will you handle this problem?

Problem: Personal Living Area

Ellen has worked one month in the serving line at the local cafeteria. She sees many people during the lunch and dinner hours, therfore, her appearance must be neat, and she must behave in a cordial and helpful manner. A co-worker phoned you to say that Ellen began to cry when serving a customer during lunch. The co-worker informed you that Ellen seems to be having some problems at home. What will you do?

Problem: Social Living Area

Charlie works well on his part-time janitorial job, which lasts from 2 until 4 in the afternoon at a local elementary school. Recently, Charlie started hanging around at the school both before and after working hours. One day, he wandered around the school from 8 in the morning until work time, and then stayed until about 6 p.m. . The school's principal has asked you for assistance on this matter. How will you help?

Because we recognize that the material may be unfamiliar to some trainers, or that some may desire additional reading, we have included a bibliography of those books and resources which we feel will strengthen the trainer's own capability of providing quality inservice instruction.

This manual was prepared especially for YOUR use. Please feel free to make any changes you think appropriate. Copy the materials as you see fit. Add ideas and materials of your own. Delete materials that you do not need. Through it all, strive toward our common goal of ushering clients to independence in both the world of work and community living.

THE
EXPANDED PLACEMENT
PROCESS
from
FOCUS, Inc.
Jonesboro, Arkansas

THE COMPANY

Focus, Inc., is a private, non-profit corporation, providing training and consulting services. Focus was funded by Rehabilitation Services to develop an industrial model to train sheltered workshop staff to improve client skills, increase production, and enhance client employability.

Our firm is devoted to improving the quality of personnel who serve the handicapped. Individual groups previously served by Focus, Inc., have numbered as many as 200 and as few as 6.

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